BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN
Với sự cộng tác của DAVID KAYE

# Tiếng Anh 6

## SÁCH GIÁO VIÊN

### TẬP HAI

*(Tái bản lần thứ hai)*

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM    TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

# CONTENTS

# INTRODUCTION

**TIẾNG ANH 6** is the first of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in October 2011, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

## THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 6** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK** and **THE WORKBOOK.**

### THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Introduction the basics of each unit
- 12 topic-based Units, each covering 8 sections to be taught in seven 45-minute lessons
- 4 Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods
- Glossary: giving meaning and phonetic transcription of the new words in the units

### THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

### THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice for the language and skills taught in class
- Four additional tests for students' self-assessment.

### THE CD

- Recorded scripts of all listening exercises and dialogues

## THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has eight sections and provides language input for 7 classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units focus on offering students motivation, memorable lessons and a joyful learning experience. At the beginning of each unit, there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

### SECTION 1: GETTING STARTED

This section occupies two pages and it is designed for one 45-minute lesson in class. It begins with a conversation followed by the activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

### SECTION 2: A CLOSER LOOK 1

***A Closer Look 1*** and ***A Closer Look 2*** are each designed to be taught in one 45-minute period.

***A Closer Look 1*** presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two or three sounds, which appear frequently in the unit, are given and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

**SECTION 3: A CLOSER LOOK 2**

This section deals with the main grammar point(s) of the unit. The new language point is presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

They cover three pages and mainly give language focus and practice of receptive skills.

**SECTION 4: COMMUNICATION**

This section is designed to help students use the functional language in everyday life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives, and provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

**SECTION 5: SKILLS 1**

***Skills 1*** and ***Skills 2***, each covers one page, are each designed to be taught in one 45-minute period. ***Skills 1*** comprises reading (receptive skill) and speaking (productive skill).

## Reading

This activity aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable. The reading is always interesting and relevant to the students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

## Speaking

This activity aims to provide further practice which supports students in their production of spoken English. The activity uses the recently introduced items in combination with previously learnt language in new contexts.

**SECTION 6: SKILLS 2**

***Skills 2*** is composed of listening (receptive skill) and writing (productive skill).

## Listening

The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they have practised orally and trains them to listen for general and specific information.

## Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for the students' skill development. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing activity must be a complete piece of writing (ideally it is marked by the group/ class/ teacher).

**SECTION 7: LOOKING BACK & PROJECT**

This section covers two pages and should be dealt with in one period.

***Looking Back*** recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what

they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

***Project*** helps students to improve their ability to work by themselves and in a team. It extends their imagination in a field related to the unit subject. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

## REFERENCE ON SKILLS AND LANGUAGE TEACHING

### 1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 6**.

- The reading activities in **Tiếng Anh 6** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an implicit opportunity for students to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words will appear in the text, etc.

### 2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 6**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities should include :

- *Pronunciation*: is practised through dialogues, games, rhymes and songs. Through these forms, students practise the stress, rhythm and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, saying common classroom expressions such as: *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think/guess* ..., and *Perhaps* ... are important language tasks for students to practice daily.
- *Pair work/ group work and class presentations* help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, teachers should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

### 3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear - using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonations of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce to them the new language or vocabulary which occurs in the listening text.

The listening activity should aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

## 4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (e-mail, an informal letter, a webpage) for example as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students work independently under the teacher's guidance and supervision.
- *After writing* helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper, students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

## 5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, chants, and songs. With the knowledge of phonics learned in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on the letter(s) and its/ their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards pictures, etc.)
- Miming
- Letter/ sound focus and repetition
- Line by line repetition and clapping
- Focus on syllables
- Pair/ group practice, performance

## 6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise and memorise vocabulary. These can be done by using visual aids, by allowing students to listen and repeat the word, by explaining their meaning, using definitions, pictures, flashcards, and translation if necessary; and finally, by getting students to practise, using the word with a range of spoken or written activities which can be done individually or in pairs.

## 7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 6 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories and songs they have learnt in primary schools.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- focusing students' attention on the new grammatical patterns in the texts
- providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books
- reinforcing the new grammatical item with a variety of spoken and written activities

## 8. SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching activities.

- *Whole class*. Elicit/ Teach/ Model the focus language (words, phrases or structures). Then write them on the board.
- *Model*. Perform the focus materials yourself or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing activity to reinforce or consolidate students' understanding.

**It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own ones to suit their students and real teaching contexts.**

# Unit 7 TELEVISION

**THIS UNIT INCLUDES:**

**VOCABULARY**
TV programmes, people and things

**PRONUNCIATION**
Sounds: /θ/ and /ð/

**GRAMMAR**
Conjunctions: *and, but, so, because, although*
*Wh-* question words

**COMMUNICATION**
Exchanging information about TV
Talking about a favourite TV programme

## GETTING STARTED

### What's on today?



**1 Listen and read.**

***Phong:*** What are you doing tonight, Hung?

***Hung:*** I'm watching my favourite programme - *Laughing out Loud*!

***Phong:*** What is it?

***Hung:*** It's a show of funny clips.

***Phong:*** What channel is it on?

***Hung:*** VTV3 and after that I'll watch *Mr Bean*.

***Phong:*** That's the funny man …

***Hung:*** Yes. Come and watch it with me.

***Phong:*** Oh no .... I don't like *Mr Bean*. He's awful.

***Hung:*** So, we can watch *Tom and Jerry*.

***Phong:*** Oh, the cartoon? I like that!

***Hung:*** Who doesn't? I like the intelligent little mouse, Jerry. He's so cool.

***Phong:*** But Tom's funny, too. Stupid, but funny.

***Hung:*** Yes. Can you give me the newspaper on the desk?

***Phong:*** Sure. Do you want to check the TV schedule?

***Hung:*** Yes. Look ….

**Objectives:**

**By the end of this unit, Ss can:**

- pronounce the sounds /θ/ and /ð/ correctly in isolation and in context
- use the lexical items related to television
- use conjunctions (*and, but, because…*) and question words (*where, who, why…*)
- ask and talk about a favourite TV programme
- read for specific information about a TV schedule and descriptions of famous children's programmes
- listen for specific information from a recommended TV schedule
- write a short guided passage about one's TV-watching habits

## Introduction

**To start the lesson, write the word TELEVISION on board and ask Ss to give any ideas/ vocabulary they know relating to the topic. We may allow them to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English. In the corner of the board write a list of the words which Ss don't know. Ask Ss to keep a record for later reference when the unit finishes.**

**Another way to introduce the topic is to write familiar names of some famous Vietnamese TV channels/ programmes/ staff … and ask Ss to guess what topic they are going to learn.**

## GETTING STARTED

### What's on today?

**1** Ask Ss what they expect to hear in the listening with a question like '*What will they talk about?*'. From the answer, T can extend to as many questions as possible. Pick from the Ss' answers any words which appear in *Listen and Read* and write them on the board. In this way T may introduce some new words or revise some Ss have already learnt. This will prepare them well for the listening. Play the recording. Ss listen and read at the same time.

***Note:*** This is an introduction to the topic of Unit 7. It provides Ss with some ideas about television, some new words, some common questions about TV and conjunctions. Don't stop to teach the new words and the grammar yet. Get on with the comprehension of the listening only.

**a** **Read the conversation again and answer the questions.**

1. What is Hung's favourite TV programme?
2. What channel is *Laughing out Loud* on?
3. Are *Laughing out Loud* and *Mr Bean* on at the same time?
4. Why doesn't Phong like Mr Bean?
5. What does Phong say about Tom?

**b** **Find the adjectives describing each character in the conversation and write them here.**

Mr Bean: ______________________________

Tom: ______________________________

Jerry: ______________________________

**c** **Which adjective(s) below can you use to describe a TV programme you have watched? What programme is it?**

| | | |
|---|---|---|
| popular | long | educational |
| boring | funny | good |
| entertaining | live | |



## 2 Put the correct word in the box under each picture.

| | |
|---|---|
| game show | national television |
| local television | comedy |
| animal programme | news programme |




1. ____________




2. ____________




3. ____________



4. ____________



5. ____________



6. ____________

## 3 Use suitable words to complete the sentences.

1. PTQ is not a ______ channel. It's local.
2. I like ______ programmes. They make me laugh.
3. The most popular TV ______ in Viet Nam are VTV1 and VTV3.
4. In a ______ you can see how people compete with each other.
5. ______ often use animals as the main characters.
6. A(n) ______ programme can always teach children something.

## 4 Work in groups.

Write down two things you like about television and two things you don't like about it. Talk to others in your group and see how many people share your ideas.

**Likes:** 1. __________
2. __________

**Dislikes:** 1. __________
2. __________



**a.** Ss work independently. Allow them to share their answers with their partners before discussing as a class.

| | | | |
|---|---|---|---|
| ***Key:*** | **1.** *Laughing out Loud* | **2.** VTV3 | **3.** No, they aren't. |
| | **4.** Because he is awful. | **5.** Tom is stupid, but funny. | |

**b.** This task focuses on the use of adjectives to describe the programme. Let Ss look for the adjectives from the conversation.

| | | |
|---|---|---|
| ***Key:*** | Mr Bean: | funny, awful |
| | Tom: | stupid, funny |
| | Jerry: | intelligent |

**c.** T can supplement the list of adjectives with words drawn from Ss' experiences. This activity requires Ss to recall a programme they've watched and comment on it by using an adjective. They also have to be critical when they decide which adjectives can be used and which cannot.

***Note:*** This is not a strict list. Some adjectives might get the answer YES/ NO, e.g. beautiful

***Possible answers:*** Yes: popular, historical, serious, long, educational, boring, funny, good, entertaining, live

No: beautiful, small

**2** Ss in big cities may be familiar with these pictures but those in the countryside might have difficulties recognizing them. Depending on Ss, T can let Ss do the matching independently or in groups. Go round and check if they match the pictures with the words correctly. T can then show Ss how to pronounce each word by saying it and ask Ss to repeat. Make sure that Ss understand the meanings of the words.

| | | | |
|---|---|---|---|
| ***Key:*** | **1.** national television | **2.** news programme | **3.** local television |
| | **4.** comedy | **5.** game show | **6.** animal programme |

**3** Ss have to read the sentences carefully and decide which word is the right one. T can guide them to some clues like '*It makes me laugh*', *Disney*…

| | | | |
|---|---|---|---|
| ***Key:*** | **1.** national | **2.** comedy | **3.** channels |
| | **4.** competition | **5.** Cartoons | **6.** educational |

**4** Ss could have difficulty, not in generating ideas, but in finding vocabulary. However, it's good and beneficial later on in their coming lessons that Ss do this task.

***Note:*** Tell Ss that they do not have to say "*I like…/ don't like…*" as this often requires a noun. Ss can, instead say, "*There are not enough programmes for children*" or "*I can watch many films*".

# A CLOSER LOOK 1

## Vocabulary

**1 Write the words/phrases in the box under the pictures.**

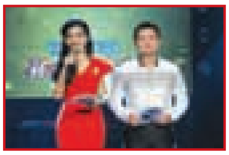
| | |
|---|---|
| MC | weatherman |
| viewer | newsreader |
| TV schedule | remote control |



1. ______________



2. ______________



3. ______________



4. ______________



5. ______________



6. ______________

**Listen, check your answers and repeat the words.**

**2 Choose a word from the box for each description below.**

| | | |
|---|---|---|
| volume button | MC | remote control |
| weatherman | TV viewer | newsreader |

1. ______: A man on a television or radio programme who gives a weather forecast.
2. ______: Someone who reads out the reports on a television or radio news programme.
3. ______: We use it to change the channel from a distance.
4. ______: A person who announces for a TV event.
5. ______: It is a button on the TV to change the volume.
6. ______: A person who watches TV.

**3 Game** What is it?



Divide the class into 4 – 5 groups. Each group chooses two words from the list below and work out a description for each word. The groups take turns reading the descriptions aloud. The other groups try to guess what word it is. The group with the most correct answers wins.

| Words | Suggested structure for description |
|---|---|
| newsreader, weatherman, comedian, TV screen, sports programme, animals programme, TV schedule | A person who ______<br>A programme which__<br>It _______ |

## Pronunciation

*/θ/ and /ð/*

**4 Listen and repeat the words.**

| | | |
|---|---|---|
| there | Thanksgiving | anything |
| them | weatherman | both |
| theatre | earth | feather |
| neither | than | through |

**5 Which words in 4 have /θ/ and which have /ð/? Listen again and write them in the correct column.**

| /θ/ | | /ð/ | |
|---|---|---|---|
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |

**6 Tongue Twister.**

Take turns reading the sentence quickly and correctly.



The thirty-three thieves are thinking of how to get through the security.

## A CLOSER LOOK 1

### Vocabulary

**1** This work is better done in groups of 2-3 so that Ss can help each other with difficult vocabulary like 'TV schedule' and 'newsreader'. Remind Ss of the words they learnt in Getting Started and point out the difference: the former deals with the names of channels, programmes… while the latter (this part) deals with the jobs of people working in television. When Ss have completed their work, they can listen to the recording to check their answers as well as to practise the pronunciation of the new words.

***Key:***

| | | |
|---|---|---|
| **1.** newsreader | **2.** TV schedule | **3.** MC |
| **4.** viewer | **5.** remote control | **6.** weatherman |

**2** This activity is a strong revision of the vocabulary learnt in both **Getting Started** and *Activity 1* of **A Closer Look 1**. Ss learn to identify a word from its description.

***Key:***

| | | |
|---|---|---|
| **1.** weatherman | **2.** newsreader | **3.** remote control |
| **4.** MC | **5.** volume button | **6.** TV viewer |

**3** Ss can refer to **2** and the suggested structures in **3** to see how a word is defined. Help Ss by writing some prompts on the board so that Ss can imitate. E.g. '*In this programme, people…*', '*A person who…*'. Some suggested answers:

**1.** newsreader: a person who reads news

**2.** weatherman: a man who gives a weather forecast

**3.** comedian: a person whose job is to make people laugh by telling jokes and funny stories

### Pronunciation

**4** The /θ/ and /ð/ sounds are among the most difficult English sounds for Vietnamese Ss as we do not have them in our language. Ask Ss to listen very carefully to the words. First, let them focus on the /θ/ and /ð/ sounds and distinguish between them. Play the recording again and ask Ss to listen and repeat. Play the recording as many times as necessary.

**5** Ask Ss to write the words in the two appropriate boxes. Check if they do it correctly.

***Key:***

/ θ /: theatre, Thanksgiving, earth, anything, both, through

/ ð/ : there, them, neither, weatherman, than, feather

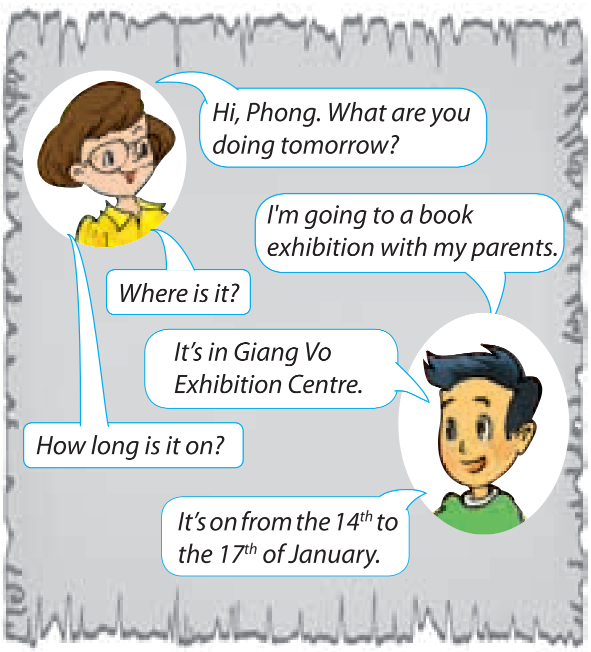
**6** Don't take this task too seriously. Allow Ss to practise reading the tongue twister among themselves: slowly at first then faster and faster. T may also turn it into a competition to see who/ which group can read the tongue twister fast and correctly.

# A CLOSER LOOK 2

## Grammar

### *Wh-* questions

**1** **Read the conversation and underline the question words.**



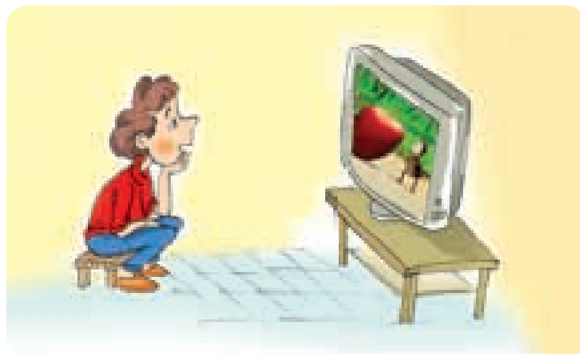



**Remember!**
**Each question word is used for a specific piece of information.**

| Question word | It is used to ask about … |
|---|---|
| When | the time |
| How | the manner |
| How many/often | the number/repetition |
| What | the thing |
| Where | the place |
| Who | the person |
| Why | the reason |

**2** **Use one of the question words in the box to complete the conversations.**

| | | |
|---|---|---|
| When | How often | What |
| Where | Who | |



**Conversation 1**

A: ______ do you watch TV?

B: Not very often. Two or three times a week.

A: ______ do you watch?

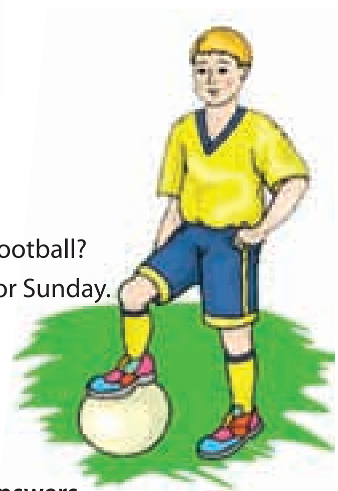
B: It depends. But I like game shows best.



**Conversation 2**

A: ______ do you like best in the *Weekend Meeting* shows?

B: Xuan Bac. He's so funny.



**Conversation 3**

A: ______ do you play football?

B: Usually on Saturday or Sunday.

A: ______ do you play?

B: In the yard.

**Listen and check your answers.**

# A CLOSER LOOK 2

## Grammar

**1** Ss can easily do this task as they have been dealing with these question words previously. T can refer Ss to the answers in order to see the function of each question word.

***Key:***

What Where How long

The **Remember Table** is a summary of the function of each question word.

**2** Suggest Ss look at the answer in order to choose the correct question word.

Play the recording. Let Ss look at the conversations as they listen and check their answers.

***Key:***

1. How often, What
2. Who
3. When, Where

***Audio script:***

**Conversation 1**

**A.** *How often* do you watch TV?

**B.** Not very often. Two or three times a week.

**A.** *What* do you watch?

**B.** It depends. But I like game shows best.

**Conversation 2**

**A.** *Who* do you like best in the *Weekend Meeting* shows?

**B.** Xuan Bac. He's so funny.

**Conversation 3**

**A.** *When* do you play football?

**B.** Usually on Saturday or Sunday.

**A.** *Where* do you play?

**B.** In the yard.

**3** **Complete the conversation about *The Wingless Penguin* with suitable question words.**

A: _______ is *The Wingless Penguin*?

B: It's a cartoon series.

A: _______ is it about?

B: It's about the adventures of a child penguin who has no wings.

A: Wow, it sounds interesting. _______ of them are there?

B: There are ten of them already, and they are still making more.

A: _______?

B: Because children love the series. The penguin's so cute. He's clever and funny.

A: _______ is it on?

B: It's on at 8 o'clock Friday night, on the Disney channel.

A: I'll watch it. Thank you.

## Conjunctions



**Remember!**

**Conjunctions are used to connect words and ideas.**

*E.g. Most children like cartoons* ***and*** *comedies.*

*I enjoy sports,* ***so*** *I spend a lot of time outdoors.*

**4** **Use *but*, *and*, *so*, *because*, *although* to complete sentences.**

1. Both my sister _______ I dream of becoming a TV MC.
2. My sister's good at school _______ I am not.
3. _______ we tried our best, we didn't win the game.
4. Peter stayed at home _______ he was ill.
5. I am tired, _______ I will go to bed early.




**5** **Match the beginnings with the endings.**

| BEGINNINGS | ENDINGS |
|---|---|
| 1. Watching too much TV is not good | a. so I can be at the stadium in time. |
| 2. I will get up early tomorrow | b. but he cannot draw. |
| 3. Sometimes we read books | c. because it hurts your eyes. |
| 4. My little brother can colour a picture | d. she stayed at home. |
| 5. Although Ann preferred going out, | e. and sometimes we play sports. |

**6** **Work in groups.**

How much do you know about television in Viet Nam? Ask your partner questions to find out the following information:

- The name of the national TV channel
- The time it broadcasts
- The names of any TV programmes for children
- The monthly cost of cable TV
- Your partner's favourite TV person



*Example:*

- *What is the name of the national TV channel?*

**3** Ss have a chance to practise the question words in a longer and more complete conversation. It's important that T continues asking Ss to refer to the answers to decide the question words.

***Note:*** Ss might find it difficult to complete the question: _______ of them are there?

Suggest they look at the word '*series*', which means '*many*' and the answer '*There are ten of them already*'.

***Key:***
**A:** What is *The Wingless Penguin*?
**B:** It's a cartoon series.
**A:** What is it about?
**B:** It's about the adventures of a child penguin who has no wings.
**A:** Wow, it sounds interesting. How many of them are there?
**B:** There are ten of them already, and they are still making more.
**A:** Why?
**B:** Because children love the series. The penguin's so cute. He's clever and funny.
**A:** What time/ When is it on?
**B:** It's on at 8 o'clock Friday night, on the Disney channel.
**A:** I'll watch it. Thank you.

## Conjunctions

The Remember box is a reminder of the grammar target. Explain that conjunctions are used to connect ideas (e.g. *Ha Noi is small but beautiful*) and clauses (e.g. *I play sports because I want to be fit and active*). Point out that the relationship between the ideas and clauses determine what conjunction is to be used.

T can give 2-3 more examples to show that '*so*' and '*because*' can be interchangeably used in the same sentence with different clauses.

**4** Guide Ss, telling them that if they want to find the correct conjunction for each question, they have to read the questions carefully and decide what the relationship between the two ideas is. Also discuss punctuation. Explain to Ss that there is always comma with *so* and *although*.

***Key:***
**1.** and **2.** but **3.** Although **4.** because **5.** so

**5** Ss can work independently or in pairs to complete the activity.

***Key:***
**1.** Watching too much TV is not good because it hurts your eyes.
**2.** I will get up early tomorrow, so I can be at the stadium in time.
**3.** Sometimes we read books and sometimes we play sports.
**4.** My little brother can colour a picture but he cannot draw.
**5.** Although Ann preferred going out, she stayed at home.

**6** This task is more demanding as Ss have to decide what question word is to be used and how to form the question. Ask Ss to underline the key information the question is asking for, e.g. the name, the programme --- > the question word is 'What'. Ss can then make the questions.

This is not only question-making practice. It's also a chance for Ss to develop their understanding of the TV system in Viet Nam.

***Key:***
- What is the name of the national TV channel?
- How many hours does it broadcast? / How long is it on?
- (It depends on each student.)
- How much does cable TV cost per month?
- Who is your favourite TV person?

# COMMUNICATION

## How much do you know?

### Extra vocabulary

| | |
|---|---|
| clumsy | cute |
| mini-series | entertain |



**1 Complete the facts below with the name of the correct country in the box.**

| | | |
|---|---|---|
| Finland | the USA | Viet Nam |
| Japan | Iceland | Britain |

**Facts**

1. *Pokemon* cartoons are made in _______.
2. *Weekend Meeting* comedies are famous shows in _______.
3. In _______, there is no TV on Thursdays.
4. The *Discovery* channel makes education fun for kids in _______.
5. They don't show *Donald Duck* in _______ because he doesn't wear trousers.
6. *Sherlock* is a mini-series about detective Sherlock Holmes in _______.

**2 Do you agree with the following statements?**

1. TV is just for fun, not for study.
2. The first TV programme for children appeared late, in 1980.
3. There are not enough programmes for children on TV.
4. It is good to watch TV programmes from other countries.
5. Staying at home to watch TV is better than going out.

**3a Read about two famous TV programmes for children.**




***Let's Learn***. It is a TV programme for small children which makes education fun. How? It has cute characters, fun songs, and special guests. It began many years ago, in 1969. People in over 80 countries can now watch it. It's not just for kids, parents and teenagers love the programme too.



***Hello Fatty!*** It is a popular TV cartoon series for kids. It's about a clever fox from the forest called Fatty, and his clumsy human friend. Together they have many adventures. Millions of children around the world enjoy this cartoon. It can both entertain and educate a young audience.

**b Read the facts in the table and tick (✓) the correct programme(s).**

| Facts | Let's Learn | Hello Fatty! |
|---|---|---|
| 1. This programme educates children. | | |
| 2. This programme appears in 80 countries. | | |
| 3. It's a TV cartoon series. | | |
| 4. Both parents and teenagers enjoy this programme. | | |
| 5. It's a story of adventures. | | |
| 6. This programme invites guests to appear. | | |

**4 Work in groups.**

Read about the two programmes again. Tell your group which one you prefer and why.

## COMMUNICATION
## How much do you know?

In this part, Ss get to know some strange/ famous facts relating to television around the world.

**1** Don't turn this task into a serious test of information. Ss are expected to be able to answer questions 1-2 and 4. Questions 3 and 5 are interesting facts about television. Question 6 might be unknown to Ss (Sherlock Holmes is the famous English hero of author Arthur Conan Doyle's detective stories which are well-known all over the world. Many of his books have been translated into Vietnamese).

***Key:***

| | | |
|---|---|---|
| **1.** Japan | **2.** Viet Nam | **3.** Iceland |
| **4.** the USA | **5.** Finland | **6.** Britain |

**2** These questions are for discussion in order to see how Ss feel and what they think about television. Let them talk freely. Don't correct them. Most of the answers to these questions can be found in the reading in **3**.

**3a** This reading is to introduce some kinds of TV programmes for children.

Ss can use it as a model for their talk about their favourite programme later.

When Ss finish reading, ask them to return to *Activity 2* and see if they want to change any of their previous answer(s).

**3b** Let Ss read the texts while they answer the questions.

It might help if T introduces the relationship between 'educational' and 'educate' or 'small children' and 'kids'.

***Key:***

**1.** Both programmes
**2.** Programme *Let's Learn*
**3.** Programme *Hello Fatty!*
**4.** Programme *Let's Learn*
**5.** Programme *Hello Fatty!*
**6.** Programme *Let's Learn*

**4** Allow Ss about 2-3 minutes to choose the programme they prefer and prepare for their speaking. Encourage Ss to focus on explaining why they like it.

# SKILLS 1



## Reading

**1** **Read the schedule for *Around the World!***

| TIME | PROGRAMME | DESCRIPTION |
|---|---|---|
| 8.00 | *Animals*: Life in the Water | A documentary about the colourful living world in the Pacific |
| 9.00 | *Comedy*: The Parrot Instructor | Have lots of fun with the Parrot Instructor and his first working day at the skating rink |
| 10.30 | *Sports*: Wheelbarrow Races | Four houses at the Wicked School compete in the most exciting race. Who wins? |
| 11.00 | *Game show*: Children are Always Right | The game show this week will test your knowledge about the Amazon jungle. |
| 12.15 | *Science*: Journey to Jupiter | Discover strange facts about a planet in our system |

**2** **Answer the following questions about the schedule.**

1. What is the event in the *Sports* programme today?
2. What's the name of the comedy?
3. Can we watch a game show after 11 o'clock?
4. What is the content of the *Animals* programme?
5. Is Jupiter the name of a science programme?

**3** **Read the information about the people below and choose the best programme for each.**

| PEOPLE | PROGRAMME |
|---|---|
| 1. Phong likes discovering the universe. | |
| 2. Bob likes programmes that make him laugh. | |
| 3. Nga loves learning through games and shows. | |
| 4. Minh likes watching sports events. | |
| 5. Linh is interested in ocean fish. | |

## Speaking

**4** **Work in groups.**

**Tell your group about your favourite TV programme. Your talk should include the following information:**

**the name of the programme** → **the channel it is on** → **the content of the programme** → **the reason you like it**

# SKILLS 1

## Reading

**1** This activity introduces a TV schedule. Ask Ss to read the schedule. Ask Ss simple questions to explore content of the schedule (the time, the name of the programme and its content). This task should be done carefully because it helps Ss complete task 2.

***Note:*** Guide Ss so that they can distinguish the name of the programme (e.g. sports) and the specific name of the show/ event/ film… on that particular day (e.g. Wheelbarrow Races)

**2** This task is to check Ss' comprehension of the schedule. The more Ss understand the schedule, the quicker and more accurately they are able to answer the questions. Encourage Ss to work independently.

***Key:***

**1.** *Wheelbarrow Races*

**2.** *The Parrot Instructor*

**3.** Yes, we can.

**4.** A documentary about the colourful living world in the Pacific

**5.** No, it isn't.

**3** This job can be done individually or in groups of 2-3. There are related concepts that T might want to explain: the universe, the planet, Jupiter, water, fish, ocean and the Pacific.

***Key:***

**1.** Phong: *Science: Journey to Jupiter*

**2.** Bob: *Comedy: The Parrot Instructor*

**3.** Nga: *Game show: Children are Always Right*

**4.** Minh: *Sports: Wheelbarrow Races*

**5.** Linh: *Animals: Life in the water*

## Speaking

**4** This task is quite open for personal choice. Allow Ss about 2-3 minutes to choose the programme they prefer and prepare for their speaking. Encourage them to focus on explaining why they like it.

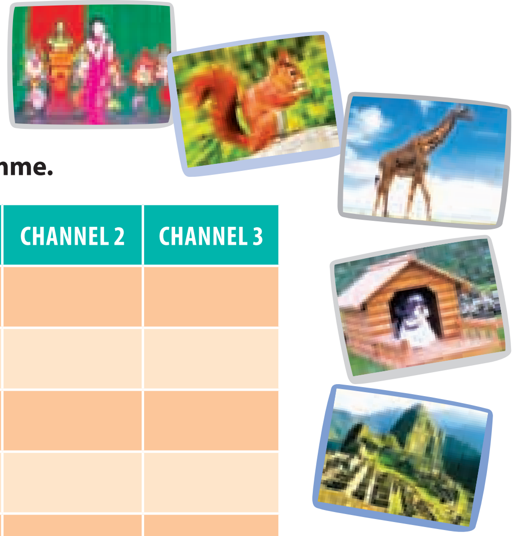
Some Ss might not know the English version for the name of the programme. Tell them not to worry about it. They can still use the Vietnamese name. The most important thing is for them to talk about the content of the programme and why they like it.

T may write on the board the name of each S's favourite programme so that at the end of the activity the whole class can see if there are many Ss who love the same programme.

# SKILLS 2

## Listening

**1 Listen and tick (✓) the correct channel for each programme.**



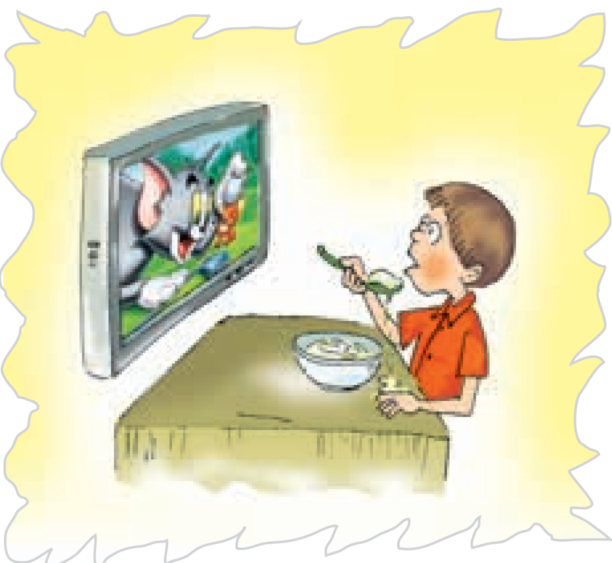
| PROGRAMME | CHANNEL 1 | CHANNEL 2 | CHANNEL 3 |
|---|---|---|---|
| Music: Green Green Summer | | | |
| Cartoon: The Red Spotted Squirrel | | | |
| Film: The Lonely Giraffe | | | |
| Home and Garden: How to Make a Dog House | | | |
| Our World: The Old Town of Inca | | | |

**2 Listen again and tick (✓) statements 1-5 with T for true and F for false.**

| Statements | T | F |
|---|---|---|
| 1. The first programme starts at seven-thirty. | ☐ | ☐ |
| 2. There are two programmes starting at the same time. | ☐ | ☐ |
| 3. *The Red Spotted Squirrel* lasts forty-five minutes. | ☐ | ☐ |
| 4. *The Lonely Giraffe* finishes at ten o'clock. | ☐ | ☐ |
| 5. *The Old Town of Inca* is in India. | ☐ | ☐ |

## Writing

**3 What are your TV-watching habits?**



**Tick (✓) the right answer for you (you can tick more than one answer). Use your answers to write a short description of your TV-watching habits.**

| | | | |
|---|---|---|---|
| 1. How many hours a day do you watch TV? | 1 hour | 2-3 hours | depends |
| 2. How do you compare the time you spend watching TV to the time you spend on outdoor activities? | more | less | the same |
| 3. Do you watch TV when you are ...? | eating | entertaining | reading |
| 4. What kind of programme do you watch most? | educational | entertaining | sports |
| 5. Do you leave your TV on when you are not watching it? | never | sometimes | often |

**Suggested structure:**

I do not watch much TV/I enjoy watching TV *(use your answers to the first three questions above to support your statement)*

I like ... /I usually watch ... *(your favourite programme)*

I usually leave the TV on … /turn off the TV …

I think I have good/bad TV watching habits *(your comment on your habits)*

## SKILLS 2

### Listening

**1** Give Ss 2-3 minutes to read the schedule: T can even ask them to read aloud and check on their pronunciation. This would help them recognize the key words when they listen to the recording. Ask Ss to only focus on the information they need.

| PROGRAMME | CHANNEL 1 | CHANNEL 2 | CHANNEL 3 |
|---|---|---|---|
| Music: Green Green Summer | ✓ | | |
| Cartoon: The Red Spotted Squirrel | | ✓ | |
| Film: The Lonely Giraffe | | | ✓ |
| Home and Garden: How to Make a Dog House | | ✓ | |
| Our Heritage: The Old Town of Inca | | | ✓ |

***Audio script:***

… And here are some interesting TV programmes for you. The musical *Green Green Summer* on Channel 1 starts at eight o'clock. At the same time on Channel 2 is *The Red Spotted Squirrel*. *Home and Garden* follows at eight twenty-five. Today you'll learn how to make a house for your dog. Channel 3 offers you a touching film of friendship, *The Lonely Giraffe*. The film starts at eight thirty. After that, you can discover the famous old town of Inca in Peru. However, it comes on quite late, at ten o'clock. We hope that you can choose a programme for yourself.

Enjoy and have a great time.

**2** This activity is more complicated and it requires Ss to listen more carefully for details. Let Ss read the sentences first and see if Ss can answer any of the statements based on the previous listening. Play the recording again. If Ss have difficulty catching the information and determining their answers, pause the recording after each sentence.

Suggestion: ask Ss to take notes about the time for each programme and use them as reference.

***Key:***

**1.** F **2.** T **3.** F **4.** T **5.** F

### Writing

**3** First let each student read the questionnaire and choose the most appropriate answers for him/ her. Check on Ss' answers. T helps Ss organize their ideas for writing. Then T asks Ss to look at the suggested structure for the writing.

# LOOKING BACK

## Vocabulary

**1** **Put the words in the box in the correct columns. Add more words if you can.**

newsreader | MC | game show
documentary | animals | weathergirl
writer | cartoon | romance
home and garden

| People | Programmes | Kinds of film |
|---|---|---|
| ............ | ............ | ............ |
| ............ | ............ | ............ |
| ............ | ............ | ............ |

**2** **Use the words in the box to fill the text below.**

comedies | educational
game shows | 7 o'clock news
writers | national
relax | viewers



VTV1 is a _______ (1) television channel in Viet Nam. It attracts millions of _______ (2) because it offers many different interesting programmes. The _______ (3) tells people what is happening in Viet Nam and the rest of the world. _______ (4) bring a lot of laughter and help people _______ (5) after a hard working day. The most exciting programmes are _______ (6). They can be both entertaining and _______ (7).

Many people work hard every day to produce quality programmes for television. Some of them are programme designers, _______ (8) and reporters.

## Grammar

**3** **Use a question word to make a suitable question for each answer below.**

1. - ________ days a week do you go to class?
   - I go to class five days a week.
2. - ________ did you watch on TV last night?
   - I watched *The Red Spotted Squirrel*.
3. - ________ do you like the *Animals* programme?
   - Because I love animals.
4. - _______ is your favourite television MC?
   - I like Minh Phong in *The Gift of Music*.
5. - ________ was *The Lonely Giraffe* made?
   - I don't know. But I first watched it on TV last year.

**4** **Use the conjunction provided to connect the sentences.**

1. *Ocean Life* is on at 7.30. *Laughing out Loud* will follow, at 8.00. (**and**)
   → ______________________________
2. I have watched *The Seven Kitties* many times. I like the film so much. (**because**)
   → ______________________________
3. *BBC One* is a British channel. VTV6 is a Vietnamese channel. (**but**)
   → ______________________________
4. *Along the Coast* is a famous TV series. I have never watched it. (**although**)
   → ______________________________
5. I have a lot of homework tonight. I can't watch *Eight Feet Below*. (**so**)
   → ______________________________

## Communication

**5** **Rearrange the order of the sentences to have a complete conversation about a TV programme.**



A. Hey Phong, did you watch the pig race on TV yesterday?
B. It's a sport. Pigs race around a small track. It's really very funny.
C. No. What is it?
D. Really? I've never seen it. What country is it in?
E. Well … When is it on?
F. Australia, America … It's an attraction at many country fairs.
G. Discovery channel.
H. That sounds interesting. Which channel is it on?
I. At 9 o'clock Saturday morning or 10 o'clock Sunday evening.
J. Thank you. I'll watch it.

***The correct order is: A*** ______________________

# LOOKING BACK

## Vocabulary

**1** The aim of this task is for Ss to revise the taught vocabulary about different jobs in TV (column A), TV programmes (column B) and different kinds of film (column C).

***Key:***

| People | Programmes | Kinds of film |
|---|---|---|
| newsreader | cartoon | documentary |
| weathergirl | game show | romance |
| writer | animals | |
| MC | home and garden | |

**2** This task is for the revision of the vocabulary in a contextualized situation. Ss have to be able to recognize the relationship of the target words and their content.

***Key:***

**1.** national **2.** viewers **3.** 7 o'clock news **4.** Comedies
**5.** relax **6.** game shows **7.** educational **8.** writers

## Grammar

**3** Ask Ss to look at the answers and decide which question word is to be used.

***Key:***

**1.** How many **2.** What **3.** Why **4.** Who **5.** When

**4** Let Ss do the task separately. Check their answers as a class.

***Key:***

**1.** *Ocean Life* is on at 7.30 and *Laughing out Loud* will follow, at 8.00.
**2.** I have watched *The Seven Kitties* many times because I like the film so much.
**3.** *BBC One* is a British channel but VTV6 is Vietnamese channel.
**4.** Although *Along the Coast* is a famous TV series, I have never watched it.
**5.** I have a lot of homework tonight, so I can't watch *Eight Feet Below*.

## Communication

**5** This task is a bit demanding as it requires both reading comprehension and the ability to recognize a logical order of a flow of ideas. Some Ss might put 'When can I watch it' before 'What channel is it on?'. This can be accepted as some will pay attention to the time first while others want to know if they have that channel at home.

***Key:*** ACBDFHGEIK

**6** **Recommend an interesting TV programme to your friends. Make a conversation based on the sample in 5.**



| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use words related to television | | | |
| • use question words | | | |
| • use conjunctions to connect words and clauses | | | |
| • talk about television inside and outside of Viet Nam | | | |

## PROJECT

# HOW IMPORTANT IS TV TO YOU?



**Work in groups.**

**Interview your friends, using the questions below. Report your results to the class.**

1. **What do you prefer doing in your free time?**
   a. Going out
   b. Reading books
   c. Watching TV
   d. Other activities

2. **How many hours a day do you watch television?**
   a. One hour
   b. Two hours
   c. Three hours
   d. More than three hours

3. **Why do you watch TV?**
   a. I have nothing else to do.
   b. My parents want me to do it.
   c. I like it because it's entertaining and educational.
   d. I can go to sleep easily when I watch TV.

4. **Which of the following do you like to get information from?**
   a. Books
   b. Newspapers
   c. The Internet
   d. Television

5. **How long do you think you can live without TV?**
   a. I cannot live without TV.
   b. Less than a week.
   c. Less than a month.
   d. I don't know.



6 Ss can use the target language they have learnt and the information about their favourite programme in a more realistic context: in a conversation.

### Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/weak areas and provide further practice as needed.

## PROJECT

## How Important is TV to You?

This is to introduce Ss to a new way of learning and practising their learnt language outside the class. Ss have to organize their activity so that they will be able to ask questions, to take notes of the answers, to report the results to other people (their class). This is also a way to show Ss the importance of TV in our lives.

After Ss have completed their task, T can use it for class discussion to see how much TV watching is enough/ good/ bad and the role of TV for children.

# A CLOSER LOOK 1

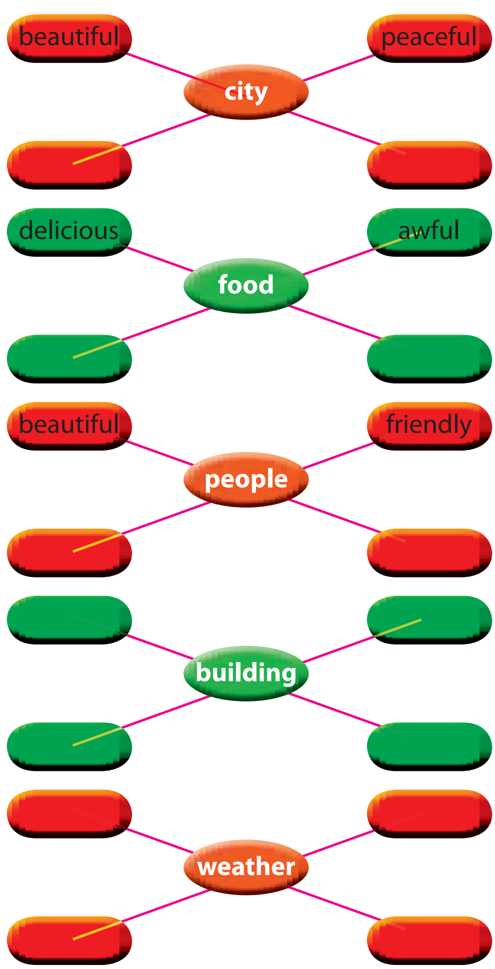
## Vocabulary

**1 Match the words in A with their opposites in B. Some words may have more than one opposite.**

| A | B |
|---|---|
| 1. old | a. safe |
| 2. dangerous | b. dirty |
| 3. quiet | c. wet |
| 4. dry | d. polluted |
| 5. clean | e. new |
| 6. historic | f. exciting |
| 7. boring | g. hot |
| 8. cheap | h. modern |
| 9. cold | i. expensive |
| | j. noisy |

**2 Create word webs.**

*Example:*




## Pronunciation

*/əu/ and /ai/*

**3 Listen and write the words you hear in the appropriate column. Then, read the words aloud.**

| /əu/ | /ai/ |
|---|---|
| cold | sky |
| | |
| | |
| | |
| | |

**4 Listen and repeat.**

1. New York is an **exciting** city with many **skyscrapers**.
2. It's very **cold** in Sweden in the winter with lots of **snow**.
3. **I like** looking at tall buildings at **night** with their colourful **lights**.
4. **Write** and tell me how to cook that **Thai** curry.
5. You can **go boating** on the West Lake. It's **nice**!
6. Oxford University is the **oldest** university in Britain.

## Grammar

### Superlatives of long adjectives

**Long adjectives**

- **2-syllable adjectives (not ending in –y)**
  *Example: famous, peaceful*
- **All adjectives of 3 or more syllables**
  *Example: expensive, delicious*

**Superlatives of long adjectives**

famous → **the most** famous
expensive → **the most** expensive

## Pronunciation

*/a:/ and /æ/*

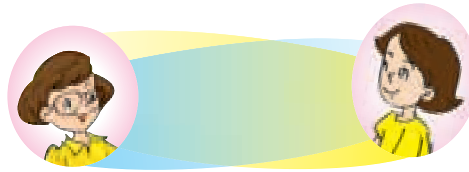
**5** **Listen and repeat. Pay attention to how the underlined part is pronounced.**

| | | | | |
|---|---|---|---|---|
| fast | had | bag | plastic | glass |
| apple | dance | answer | activity | afternoon |

**6** **Listen again and put the words in the correct column.**

| /a:/ | /æ/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

**7** **Read the conversation. Write /a:/ or /æ/ below each underlined letter.**



*Vy:* What do these three Rs stand for, Mi?

*Mi:* They stand for reduce, reuse and recycle.

*Vy:* Our class is organising a writing contest. We have to write about the environment.

*Mi:* I see. Why don't you write about the three Rs?

*Vy:* That's a good idea. I will ask my father for ideas.

*Mi:* Yes. He works at the Green Company, so he'll give you a lot of information.

**8** **Listen to the conversation and check your answers. Practise the conversation with a classmate.**

# A CLOSER LOOK 2

## Grammar

**Conditional sentences - type 1**

**1** **Listen again to part of the conversation from *Getting Started*. Pay attention to the conditional sentences - type 1.**

*Nick:* Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.

*Mi:* I see. I'll buy a bag for my mum. Where can I buy it?

*Nick:* They sell a lot of these bags at the check-out.

*Mi:* Thanks. Are they expensive?

*Nick:* Not at all. By the way, you're also 'green'. You're cycling.

*Mi:* You're right. If more people cycle, there will be less air pollution. Right?






The conditional sentences - type 1 describes a thing which is possible and likely to happen in the present or the future.

If + subject + V (present simple),
If-clause

subject + will/won't + V (base form)
main clause

***Example:*** *If* you *use* less paper, you *will save* a lot of trees.



**Watch out!**

**The *main clause* can come before *or* after the *if-clause*.**

# Unit 8 SPORTS AND GAMES

## GETTING STARTED

### At the gym



**THIS UNIT INCLUDES:**

**VOCABULARY**
Sports and games

**PRONUNCIATION**
Sounds: /eə/ and /ɪə/

**GRAMMAR**
The past simple
Imperatives

**COMMUNICATION**
Talking about sports and games
Talking about sportspeople you like

**1 Listen and read.**

***Duong:*** Wow! This gym is great!

***Mai:*** Yeah, I really like coming here. The equipment is modern and the people are friendly. What sports do you do, Duong?

***Duong:*** Well, I can do a little karate, and I play table tennis. Last week I played with Duy and I won for the first time.

***Mai:*** Congratulations! How often do you do karate?

***Duong:*** Every Saturday.

***Mai:*** You're very fit! I'm not good at many sports.

***Duong:*** I have an idea. You can come to the karate club with me.

***Mai:*** No, I can't do karate.

***Duong:*** But you can learn! Will you come with me on Saturday?

***Mai:*** Well .... OK.

***Duong:*** Great! I'll meet you at the club at 10 a.m.

***Mai:*** Sure. Where is it? How do I get there?

***Duong:*** It's Superfit Club, on Pham Van Dong Road. Take Bus 16 and get off at Hoa Binh Park. It's 15 minutes from your house.

***Mai:*** OK. See you then.

**Objectives:**

**By the end of this unit, students can:**

- pronounce the sounds /eə/ and /ɪə/ correctly in isolation and in context
- use the lexical items related to the topic 'Sports and Games'
- use the combinations: go, play, do + N/ V-ing
- use the past simple
- use imperatives to tell sb to do sth or to give a direct order
- read for specific information about famous sportspersons
- talk about the activities/ sport(s)/ game(s) they do in their spare time
- listen to get information about the sport(s)/ game(s) people play
- write a paragraph about the sport/ game they like



## GETTING STARTED

## At the gym

### Introduction

**T may begin by asking Ss what sports and games they like to play and watch, what they do in their spare time … Then ask them to look at the picture and guess what it shows or what the conversation between Duong and Mai might be about.**

**1** Ask Ss questions about the picture:

*E.g.* *Who do you see in the picture? …*

*Where are they? What do you think they're talking about?*

Play the recording. Ss listen and read.

**a Answer the following questions.**

1. What sports can Duong do?

______________________________

2. Who is going to learn karate?

______________________________

3. Why does Mai like going to the gym?

______________________________

4. What happened last week?

______________________________

5. Where are they going to meet on Saturday?

______________________________

**b Find these expressions in the conversation. Check what they mean.**

1. Wow!
2. Congratulations!
3. Great!
4. See you (then).

**c Work in pairs. Make a dialogue with the expressions. Then practise them.**

*Example:* A: *Wow!* You've got a new bike.
B: Yes. My mum bought it for me. She wants me to keep fit.

**Can you make a similar conversation?**

## 2 Listen and repeat these words and phrases.

1. boxing
2. fishing
3. aerobics
4. chess
5. table tennis
6. karate
7. cycling
8. swimming
9. volleyball
10. tennis
11. skiing
12. running

## 3 Using the words in 2, name these sports and games.



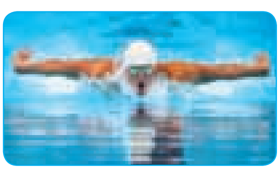
1. ______________



2. ______________



3. ______________



4. ______________



5. ______________



6. ______________

## Watch out!

**Can you tell the difference between a sport and a game?**



## 4 Work in pairs. Put the words from 2 in the correct groups.

*Example:* go swimming

| *play* | *do* | *go* |
| --- | --- | --- |
| ________ | ________ | ________ |
| ________ | ________ | ________ |
| ________ | ________ | ________ |

## 5 Put the correct form of the verbs *play, do, go, watch* and *like* in the blanks.

1. Duong can ____________ karate.
2. Duy is not reading now. He ________ a game of tennis on TV.
3. Michael _______ swimming nearly every day.
4. Phong doesn't play football. He __________ reading books.
5. Khang ________________ volleyball last Saturday evening.

## 6 Work in pairs. Ask your partner these questions to find out how sporty they are.

1. Can you swim? A. Yes B. No
2. Do you play outdoors every day? A. Yes B. No
3. Do you get up early and do morning exercise? A. Yes B. No
4. What do you usually do at break time at school?
   A. Play in the schoolyard
   B. Sit in the classroom
5. What do you think of sports/games?
   A. Very good/useful B. A waste of time

If your answers to the questions are mostly "A", you are sporty. If they are mostly "B", do more sport and try to be more active.

**a** Ss work independently or in pairs to answer the questions. Then, T may let them discuss in groups or as a class (they may refer to the conversation). T then checks their answers and gives explanations if necessary.

***Key:***
1. Duong can play table tennis and do karate.
2. Mai is (going to learn karate).
3. Because the equipment (there) is modern and the people are friendly.
4. Duong played with Duy and won (for the first time).
5. At the karate club.

**b** Colloquial expressions

Refer Ss to the conversation to find the phrases. Practise saying them together (play the recording again if necessary). Explain the meanings (or give synonyms/ Vietnamese equivalent) to Ss, then give some examples.

***Key:***
1. *Wow:* used to express surprise
2. *Congratulations:* used to congratulate Sb/ to tell Sb that you are pleased about their success
3. *Great:* used to show admiration
4. *See you:* used when you say goodbye

**c** Ask Ss to practise the short conversations in pairs before creating their short role-plays. More able Ss can try to extend the conversation.

**2** Play the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words. T may also ask them if these sports and games are played in Viet Nam.

**3** Ask Ss to write the correct words in the spaces. Let Ss check their answers (in pairs or in groups).

***Key:***

| | | |
|---|---|---|
| 1. cycling | 2. table tennis | 3. running |
| 4. swimming | 5. chess | 6. skiing |

**Watch out!**
Help Ss differentiate between a sport and a game:
*A sport:* an activity that you do for pleasure and that needs physical exercise
*A game:* an activity or a sport with rules in which people or teams compete against each other

**4** Let Ss work in pairs and put the words in the correct group. Then, check their answers.

***Key:***
*Play:* chess, table tennis, volleyball, tennis
*Do:* boxing, aerobics, karate
*Go:* fishing, cycling, swimming, running, skiing

**5** Allow Ss time to do the task individually. Some Ss may write the answer on the board. Then let the class comment and give them the correct answer. T may call some Ss to read the sentences.

***Key:***
1. do 2. is watching 3. goes 4. likes 5. played

**6** Let Ss work in pairs (or in groups) asking and answering the questions. Encourage Ss who finish early to think of more questions that could be on the quiz (they can share with the class later). Some/ all groups may report their results to the class. T may want to find out how sporty the class is by writing the results on the board.

# A CLOSER LOOK 1

## Vocabulary

**1 Listen and repeat these words.**

1. a ball
2. sports shoes
3. a boat
4. a skateboard
5. goggles
6. a racket
7. skis
8. a bicycle

**2 Now write the words under the pictures.**



1. ____________________



2. ____________________



3. ____________________



4. ____________________



5. ____________________



6. ____________________



7. ____________________



8. ____________________

**3 What sports are these things for? Match the things in column A with a sport/game in column B.**

| A | B |
|---|---|
| 1. bicycle | a. running |
| 2. ball | b. swimming |
| 3. sports shoes | c. cycling |
| 4. skis | d. ball games |
| 5. boat | e. skiing |
| 6. skateboard | f. tennis |
| 7. goggles | g. sailing |
| 8. racket | h. skateboarding |

## Pronunciation

/eə/ and /ɪə/

**4 Listen and repeat. Pay attention to the sounds /eə/ and /ɪə/.**

1. /eə/: where there fair pair prepare
2. /ɪə/: here fear nearly idea volunteer

**5 Read the words and say them aloud. Which one has /eə/ or /ɪə/?**

1. A. air B. are C. I'm
2. A. physics B. feather C. aerobics
3. A. stay B. stair C. stadium
4. A. beer B. bird C. born
5. A. show B. share C. shine
6. A. sphere B. spring C. swim

**6 Listen to the sentences and choose the right words.**

1. *Fair/Fine* play is important in sports.
2. Can you *hold/hear* me, mum?
3. I haven't got any *idea/fear*.
4. The stadium is near the *square/statue*.
5. Beckham *nearly/really* missed the ball.
6. The football fans *cheered/chased* loudly for their side.



# A CLOSER LOOK 1

## Vocabulary

**1** Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.

**2** Let Ss work individually, putting the words in **1** under the right pictures. Then check their answers. Explain the meanings to them if necessary.

***Key:***

| | | | |
|---|---|---|---|
| 1. a bicycle | 2. a ball | 3. sports shoes | 4. skis |
| 5. a boat | 6. a racquet | 7. a skateboard | 8. goggles |

**3** Tell Ss to do the task independently first. Call some Ss to write their answers on the board, then check the answers as a class.

***Key:***

| | | | |
|---|---|---|---|
| 1. c | 2. d | 3. a | 4. e |
| 5. g | 6. h | 7. b | 8. f |

## Pronunciation

**4** Let Ss practise the sounds /eə/ and /ɪə/ together. Ask Ss to observe T for the correct pronunciation of these two sounds.

Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.

**5** Allow Ss to work individually. Then let them check their answers in groups. T may call some Ss to write their answers on the board. Correct their mistakes. Let them read together as a class once or twice.

***Key:***

| | | | | | |
|---|---|---|---|---|---|
| 1. A | 2. C | 3. B | 4. A | 5. B | 6. A |

**6** Play the recording. Let Ss repeat sentence by sentence. Help them recognize the two sounds, then underline the words in the sentences. Play the recording again if necessary.

***Key:***

| | | | | | |
|---|---|---|---|---|---|
| 1. fair | 2. hear | 3. idea | 4. square | 5. nearly | 6. cheered |

***Audio script:***

1. ***Fair*** play is important in sports.
2. Can you ***hear*** me, mum?
3. I haven't got any ***idea***.
4. The stadium is near the ***square***.
5. Beckham ***nearly*** missed the ball.
6. Football fans ***cheered*** loudly for their side.

# A CLOSER LOOK 2

## Grammar

**The past simple**

We use the **past simple tense** to talk about a finished action in the past. We often say **when** it happened.

**Positive:**
I/you/we/they/he/she/it + ***V*-ed** (played)

**Negative:**
I/you/we/they/he/she/it + did not/didn't + ***V***
(did not/didn't play)

**Questions and short answers:**
Did + I/you/we/they/he/she/it + ***V*** (play)?
Yes, I/you/we/they/he/she/it + did.
No, I/you/we/they/he/she/it + didn't.

- *We played some games last Sunday.*
- *My mother didn't go shopping yesterday.*
- *Did you join in the sports competition last week?*
  *No, we didn't.*

**Watch out!**
**Many English verbs have irregular past forms:**
*Examples:*
***be:*** **I/he/she/it + was**
**we/you/they + were**
***have:*** **had**
***win:*** **won**
***eat:*** **ate**
**...**



**1** **Complete the sentences with *did, was,* or *were*.**

1. The 2012 Olympic Games ____ held in London.
2. - Who _______ the first man on the Moon?
   - Neil Armstrong.
3. - I _____ at the gym last Sunday, but I _______ not see you there.
   - No, I _____ at my aunt's house.
4. - _____ you climb Mount Fansipan when you _____ in Sapa?
   - Yes, I ____. It ____ tiring, but very interesting.

**2** **Write the correct form of the verbs to complete the conversation.**

***Nick:*** Hi there.
***Sonny:*** Hello, Nick. Did you have a nice weekend?
***Nick:*** Yeah, it (1. be) ________ OK. I (2. not do) _________ much. I just (3. sit) _______ at home and (4. watch) ______________ TV. On Saturday afternoon, I (5. go) _________ fishing with my dad. How about you?
***Sonny:*** Oh, I (6. have) ________ a good weekend.
***Nick:*** Really? What (7. do) ___________ you do?
***Sonny:*** I (8. visit) ___________ the museum with my family. Then we (9. eat) ____________ at my favourite restaurant.
***Nick:*** Did you watch football on Sunday?
***Sonny:*** Oh, yeah. The player (10. score) ________ a fantastic goal.

**3** **Work in groups. Ask and answer questions about last weekend.**

*Examples:*
A: Did you do any sport last weekend?
B: Oh yes, and I was exhausted.
A: Really? What did you do?
______________________________

**Imperatives**

You use ***imperatives*** to tell someone to do something, or to give a direct order.

It's chewing gum.
*Chew* it.
*Don't swallow* it.



**Remember!**
**Positive: V**
**Negative: don't + V**



# A CLOSER LOOK 2

## Grammar

**The past simple**

### Introduction

**The past simple was already studied in Tieng Anh 5, so T asks Ss to recall it and give examples.**

**T may ask them questions: What did you do last Sunday? etc.**

**Then, encourage Ss to talk about past actions.**

**T asks Ss to give the rule and use of the past simple themselves. Let them study the grammar box. T can give more examples (if necessary). Remind them to say when something happened (e.g. last Sunday, yesterday, last month)**

### Remember!

Explain to Ss that many English words have an irregular past form. Give them examples. Help them write the past form of the verbs they have learnt down in their notebooks so they can remember them.

**1** Let Ss work in pairs to give the answers. T observes/helps when necessary and corrects Ss' mistakes.

***Key:***

1. were  2. was  3. was – did – was  4. Did - were - did - was

**2** Let Ss do the task individually. T corrects their answers and may call on some Ss separately to say their answers for the class. T gives explanation if necessary.

Then call some pairs to read the conversation with the correct verb forms. Correct their pronunciation and intonation.

***Key:***

| | | | | |
|---|---|---|---|---|
| 1. was | 2. didn't do | 3. sat | 4. watched | 5. went |
| 6. had | 7. did | 8. visited | 9. ate | 10. scored |

**3** Divide Ss into groups of 4 or 5. Ss take turns asking and answering about their last weekend. Some more able Ss can report to the class about one of their friends.

T can ask Ss to give the rule for using each of the tenses they have learnt (the present simple, present continuous, and past simple). T writes Ss' rules down on the board. Then T tells Ss that they are going to learn one more tense, the imperatives. T writes the word 'imperative' on the board and asks Ss what they know about this tense.

**Imperatives**

T tells Ss the form and use of imperatives and gives some examples.

## 4 Write sentences to tell your friends what to do or not to do.



1. It's raining. ________ your umbrella.




2. Please ____________ __________.



3. It's late now. Please __________ up.



4. Exercising is good but ________ too hard.



5. It's cold. __________ on your coat.

## 5 Tell your friends what to do and what not to do at the gym.

*Examples:* - Change your clothes.
- Don't talk loudly.



**4** Ss work independently, writing down the answers. Then let them work in groups to check and say the sentences aloud. T goes round and corrects mistakes/gives help when and where necessary.

***Key:***

1. Take your umbrella.
2. Please don't litter.
3. Please hurry up.
4. … don't train too hard.
5. Put on your coat.

**5** Let Ss work in pairs or in groups. Take turns telling their friends what to do and not to do at the gym. T gives help and lets them give as many sentences as possible.

Some possible sentences:

Pay your fee first.

Put on your trainers/ sports shoes.

Listen to the instructor carefully.

Don't litter.

Don't eat or drink at the gym.

..........................

**Further practice:**

If there is time, let Ss take turns giving an order or telling their friends to do an activity. T may want Ss to act out the orders.

T asks Ss to draw a picture illustrating one of the gym rules in the blank space at the bottom of the page. Make sure that Ss write the rule somewhere in the picture. (This may be done for homework or in Ss' notebooks.)

# COMMUNICATION

**Extra vocabulary**

fit marathon ring

last achievement



**1** **Sports quiz.**
**Work in pairs. Do the quiz.**

1. How many players are there in a football match?
2. How long does a football match last?
3. How often are the Olympic Games held?
4. Were there Olympic Games in 2011?
5. How long is a marathon?
6. Where were the first Olympic Games held?
7. Which sport happens in a ring?

**2** **In pairs, interview your partner using the following questions. Ask for more information.**

1. What sports/games do you play in your free time?
2. What sports/games do you do at school?
3. Which sports/games do you like watching on TV?
4. Do you think you are fit? Would you like to get fitter?
5. Is there any sport/game you'd like to learn to play well?
6. Can you name three famous sportspersons?

**3** **Think of a sportsman/sportswoman you like. Draw a picture of him/her below. Talk about him/her with a partner. Use the following cues:**

- his/her name
- the sport he/she plays
- his/her past achievements
- why you like him/her?

________________________________.

## COMMUNICATION

First, have Ss read the new vocabulary after T. T tells Ss that the new vocabulary will appear in the tasks that follow.

T may tell Ss to look at the 5 interlocked rings and ask them what they represent. Explain to them that the five rings represent the five major regions of the world (Africa, the America, Asia, Europe and Oceania) and every national flag in the world has at least one of the five colours (blue, yellow, black, green, and red).

**1** Ss work in pairs and find answers to the quizzes. Then T gives the correct answers.

***Key:***

**1.** There are usually 22 players (11 on each side).

**2.** It normally lasts 90 minutes (divided into two halves).

**3.** They are held every four years.

**4.** No, there weren't Olympic Games in 2011. (They were held in 2004, 2008, 2012 …)

**5.** A marathon is 42.195 kilometres long (26 miles and 385 yards).

**6.** They were held in Olympia (in Ancient Greece) (in 776 BC).

**7.** Boxing does.

**2** Give Ss plenty of time to work in pairs to ask and answer the questions. Encourage them to talk and raise as many questions as possible.

**3** (In the previous lesson, T might tell Ss to prepare this task at home: draw his/ her favourite sportsperson/ a famous person in the world of sport/ famous or successful athletes in Viet Nam, find information and get ready to talk about them …)

Divide the class into groups of four or five, encourage Ss to talk about their favourite sportsperson one by one.

If there is time, choose some Ss to present to the class.

# SKILLS 1

## Reading

**1 Work in pairs. Discuss the questions.**

1. Do you know Pelé, The King of Football?
   What is special about him?
2. Where does he come from?
3. What other things do you know about him?



Edson Arantes do Nascimento, better known as Pelé, is widely regarded as the best football player of all time. Pelé was born on October 21st, 1940 in the countryside of Brazil. Pelé's father was a professional football player and taught Pelé how to play at a very young age.

Pelé began his career at the age of 15 when he started playing for Santos Football Club. In 1958, at the age of 17, Pelé won his first World Cup. It was the first time the World Cup was shown on TV. People around the world watched Pelé play and cheered.

Pelé won three World Cups and scored 1,281 goals in his 22-year career. In 1999, he was voted Football Player of the Century. Pelé is a national hero in Brazil. During his career he became well-known around the world as 'The King of Football'.



**2 Read the text quickly to check your ideas in 1.**

**3 Read again and answer the questions.**

1. When was Pelé born?
   ______________________________
2. Why do people call him 'The King of Football'?
   ______________________________
3. When did he become Football Player of the Century?
   ______________________________
4. How many goals did he score in total?
   ______________________________
5. Is he regarded as the best football player of all time?
   ______________________________

## Speaking

**4 How often do you go/do/play these sports/games? Tick (✓) the right column.**

| Sports/Games | Always | Usually | Sometimes | Never |
|---|---|---|---|---|
| 1. jogging | | | | |
| 2. swimming | | | | |
| 3. badminton | | | | |
| 4. football | | | | |
| 5. morning exercise | | | | |
| 6. skipping | | | | |
| 7. chess | | | | |
| 8. cycling | | | | |
| 9. skateboarding | | | | |
| 10. skiing | | | | |

**5 Work in groups. What kind of sports/games do you do most often? Why?**

**6 Work in pairs. Ask and answer the following questions.**

1. Do you like football?
2. Do you play football or only watch it?
3. What other sports do you play?
   . Do you play them well?
   . When and how often do you play them?
4. Do you belong to any clubs?
5. If you don't play sport(s), what do you often do in your spare time?

**Report the results to the class.**

# SKILLS 1

## Reading

**1** T may begin by asking Ss to name the famous football players in Viet Nam. Tell them to work in pairs to discuss the questions. Encourage them to give their ideas (as many as possible).

**2** Tell Ss to read the passage quickly and check their ideas. Set a strict time limit to ensure Ss read quickly for information.

**3** Ask Ss to read the passage again, then answer the questions.

***Key:***

1. Pelé was born on 21$^{st}$ October 1940.
2. People called him 'The King of Football' because he is such a good football player.
3. He became Football Player of the Century in 1999.
4. He scored 1,281 goals in total.
5. Yes, he is.

Ss listen to T (or individual Ss) read aloud while they track the text with their fingers.

**Further practice:** if there is time, let Ss talk about Pelé (what other information they know about him, whether they like him or not, and why …). Refer to other famous football players they know and ask them who they think the best football player is.

.

## Speaking

**4** Allow Ss time to read the table and tick the right column.

(T may refer to people in Viet Nam in general, asking them why they usually or never play or do this or that).

**5** Let Ss work in groups asking and answering questions. They should refer to the table in **4**.

**6** Divide the class into groups of 4 or 5. Let them discuss their answers to the questions. When Ss finish, T asks one student from each group 'What is the most interesting thing you learnt from your discussion?'

**Further practice:**

In pairs, one student is an inteviewer and other is a famous sportsperson. Ss role-play an interview. T and Ss can brainstorm possible interview questions before the activity.

# SKILLS 2

## Listening

**1 Listen to the passages. Who are they about?**

**2 Listen to the passages again. Then write True (T) or False (F) for each sentence.**

1. Hai plays chess every Saturday. ___
2. *'Angry Birds'* is Bill's favourite game. ___
3. Alice doesn't like doing sports very much. ___
4. Trung is very good at playing football. ___
5. Bill's dream is to create a new game. ___

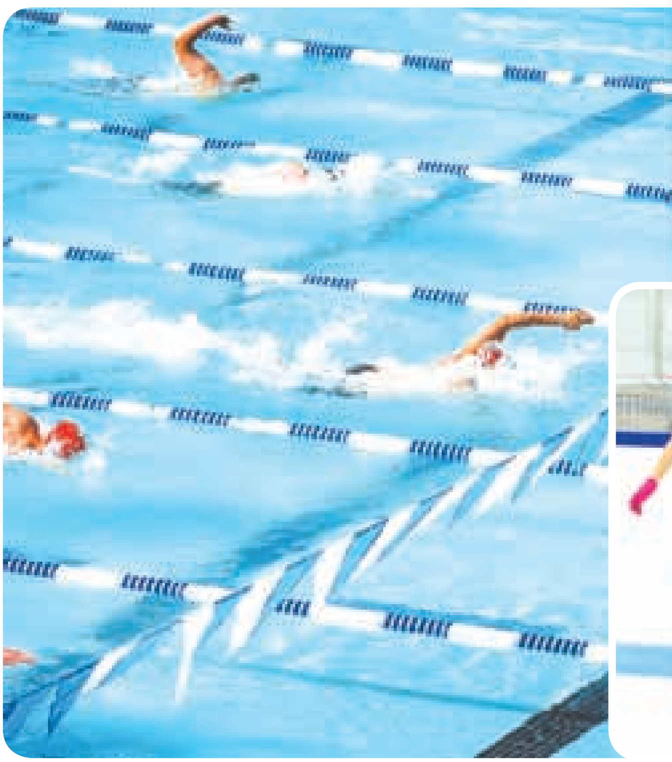
**3 Listen to the passages again. Fill in each blank to complete the sentences.**

1. Hai practises at the ____________ three times a week.
2. Trung can ______________ the guitar.
3. Alice likes ______________ ice skating.
4. ___________________ is at Rosemarrick Lower Secondary School.
5. Trung _____________ swimming on hot days.

## Writing

**Write about a sport/game you like. Use your own ideas and the following as cues.**

- Name of the sport/game.
- Is it a team or an individual sport/game?
- How long does it last?
- How many players are there?
- Does it need any equipment?





## SKILLS 2

### Listening

**1** Play the recording once only. Ask Ss to listen and say who the passages are about.

***Audio script:***

Hello. My name's Hai. I love sports. I play volleyball at school and I often go cycling with my dad at the weekend. But my favourite sport is judo. I practise at the judo club three times a week.

My name's Alice. I'm twelve years old. I don't like doing sport very much, but I like watching ice skating on TV. My favourite hobby is playing chess. My friend and I play chess every Saturday.

Hi. I'm Bill. I'm in grade six at Rosemarrick Lower Secondary School. After my lessons, I like to play computer game. The game I like best is 'Angry Birds'. I often play it for half an hour before dinner. I hope that I can create a new kind of computer game in the future.

My name's Trung. I've got a lot of hobbies. I like playing the guitar and I love to watch football on TV. I don't do much sport, but I often go swimming with my friends on hot days.

**2** Play the recording again. While Ss listen, they have to write down T or F.

***Key:***

**1. F** **2. T** **3. T** **4. F** **5. T**

**3** Play the recording the third time for Ss to fill the blanks.

Ss can share their answers before listening to the recording a final time to check.

***Key:***

**1.** club **2.** play **3.** watching **4.** Bill **5.** goes

### Writing

First brainstorm with Ss for the necessary language. Allow Ss to refer to the reading and other sections for useful language. Note interesting expressions and language on the board.

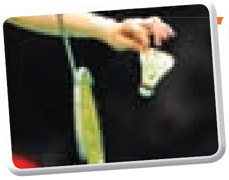
Tell Ss to write a draft first, Ss should use the cues and their own ideas.

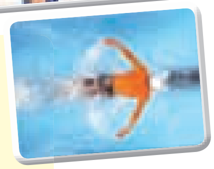
Then Ss actually write a paragraph of about 80 – 120 words about the sport/ game they like, covering as many ideas as possible.

Tell Ss to pay special attention to punctuation, structural elements, linking words …

T may collect some Ss' writing papers and mark them, then give comments to the class.

# LOOKING BACK



## Vocabulary

### 1 Find one odd word or phrase in each line.

1. A. volleyball B. badminton C. bicycle D. tennis
2. A. playground B. bat C. racket D. ball
3. A. running B. cycling C. swimming D. driving
4. A. cartoons B. sports news C. winter sports D. weather forecast
5. A. sporty B. intelligent C. fit D. healthy

### 2 Read the four words in each line. Write the name of the game or sport the four words belong to.

*Example:* pool, breaststroke, dive, float: *swimming*

1. pedals, wheels, ride, race: ______________
2. ball, kick, goal, referee: ______________
3. ring, rope, gloves, hit: ______________
4. table, paddle, serve, ball: ______________
5. basket, points, ball, court: ______________

## Grammar

### 3 Put the verbs in brackets in the correct form.

1. The Olympic Games (be) __________ held once every four years.
2. The first Olympic Games (take) ______________ place in Greece in 776 BC.
3. People (start) ________ to use computers about 50 years ago.
4. - What's that noise?
   - The children (play)_____________ tug of war.
5. - What _____ you (do)_____ last weekend?
   - I (cycle)______ round the lake with my friends. Then I (watch) ______ TV in the afternoon.

### 4 What do you say in these situations?

1. Your friends are making a lot of noise.
   → Please, stop _________________________.
2. The boy is watching TV for too long.
   → ________________ to play with your friends.
3. Some children are feeding the animals at the zoo.
   → __________________________ the animals.
4. The teacher wants the boys to stand in line.
   → ____________________________________.
5. Your mother tells you not to tease the dog.
   → ____________________________________.

### 5 Fill in each blank with a word to finish the passage.

Sports and games play an important part in our lives. Everyone of us can (1)_________ a sport, or a game, or watch sports events on TV or at the stadium. When you listen to the radio early in the morning, you can always (2)_______ sports news. When you open a newspaper, you will always find information about some (3)________, or an article about your favourite kind of sport. Television programmes about (4)________ are also very popular, and you can watch something interesting nearly every day. Stories about (5)________ men or women in the world of sport are often very interesting.

## Communication

### 6 Match the questions in A with their correct answers in B.

A
1. How often do you do karate?
2. Where do you go fishing?
3. Who did you play badminton with yesterday?
4. Which sport or game do you like best?
5. Who won our school's table tennis contest?

B
a. I do it once a week.
b. I played with my sister.
c. I like chess best.
d. We did.
e. We go fishing in the river near our house.

| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • talk about sports and games | | | |
| • talk about things that happened in the past | | | |
| • tell someone to do something or give an order | | | |

## LOOKING BACK

As usual, this is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed and which areas need further practice.

### Vocabulary

**1** Ss do this task individually. T corrects their mistakes and lets them read the words correctly.

***Key:***
**1.** C **2.** A **3.** D **4.** C **5.** B

**2** Let Ss repeat the words. Check their pronunciation. Tell Ss to write the answers in their notebooks. Then T corrects the mistakes.

***Key:***
**1.** cycling **2.** football **3.** boxing **4.** table tennis **5.** basketball

### Grammar

**3** Have Ss write their answers in their notebooks. T checks their answers.

***Key:***
**1.** are **2.** took **3.** started **4.** are playing **5.** did you do – cycled – watched

**4** Ss work in pairs or groups to finish or write the sentences. T gives correction.

***Key:***
**1.** Please stop making noise.
**2.** Go out to play with your friends.
**3.** Don't feed the animals.
**4.** Stand in line, boys!
**5.** Don't tease the dog.

**5** Ss do the task individually first. Then they can check their answers with a partner before discussing the answers as a class. T gives corrections. Have some Ss read the whole passage aloud (maybe sentence by sentence). The rest of the class should track the text with their fingers as the other Ss read.

***Key:***
**1.** play **2.** hear **3.** game(s) **4.** sports **5.** famous

### Communication

**6** Ss read the questions and answers once or twice (they can read aloud). Then match them.

***Key:***
**1. a** **2. e** **3. b** **4. c** **5. d**

Ss work in pairs and role-play the questions and answers. If there is time, have them write all sentences in their notebooks.

### Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/weak areas and provide further practice as needed.

# PROJECT

**1** **Read the passage about the game *'Blind man's bluff'.***

What you need: A blindfold, an open space and 5 players or more.

**Rules**

1. Stand in a circle, pick one person to be the seeker. That person is blindfolded (or closes his/her eyes) and stands in the middle.
2. He/She has to try and touch the others. The other players should try to get as close as possible to the seeker without being caught.
3. When the seeker catches another player, he/she tries to guess who it is by touching that player's face and hair. If the seeker doesn't guess on the first try, other players can give hints.
4. When the seeker guesses the other's name, that person becomes the new seeker.



**2** **Choose one of the following sports/games (or one of your own) and write about it.**

- Tug of war (rope pulling)
- Skipping
- Marbles

**Cues:**

Name of the game:

How many players:

Equipment: (ball/bat/stick ...)

Rules:

## PROJECT

1 Have Ss read the passage carefully. Explain new words and anything difficult for Ss. Make sure they understand everything throughly.

2 Let Ss work in groups. Each group chooses a game or sport. Let them talk, then write about it.

   If it is short of time, let Ss complete the project as homework with T's guidance.

# Unit 9 CITIES OF THE WORLD

## GETTING STARTED

### What nice photos!






**THIS UNIT INCLUDES:**

**VOCABULARY**
Continents, countries, cities and landmarks

**PRONUNCIATION**
Sounds: /əu/ and /ai/

**GRAMMAR**
The present perfect
Superlatives of long adjectives

**COMMUNICATION**
Talking about some famous cities
Describing experiences
Writing a postcard

**1 Listen and read.**

*Mai:* What nice photos! Have you been to all these places?

*Tom:* Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

*Mai:* Is the weather there hotter than in Sydney?

*Tom:* Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

*Mai:* Is this London? What bad weather!

*Tom:* Yes, we've been there twice. Can you see Big Ben? There are also modern buildings, like this egg-shaped building …

*Mai:* And this must be Times Square in New York.

*Tom:* Yes! I've never been there. This photo is from my brother. It looks great, doesn't it?

**Objectives:**

**By the end of this unit, students can:**

- pronounce the sounds /əu/ and /ai/ correctly in isolation and in context
- use the lexical items related to the topic 'Cities of the World'
- use the vocabulary and structures to describe cities and landmarks
- use the present perfect to talk about experiences
- guess the meaning of new words based on clues, including pictures and surrounding words
- read for specific information in texts, including postcards
- listen for specific details including facts and figures
- write a holiday postcard

## Introduction

**Before Ss open their books, review the previous unit. Focus on the key language and structures learnt.**

**Discuss Unit 9 objectives with Ss.**

**Write the unit title on the board 'Cities of the World'. Ask Ss to name some cities they know, and where they are. Ask them to locate the cities on a map or a globe. Introduce Mai and Tom. Explain that 'What nice photos!' is an exclamation to express that you like the photos. Ask Ss what the conversation might be about. Let Ss open their books and check their answers.**

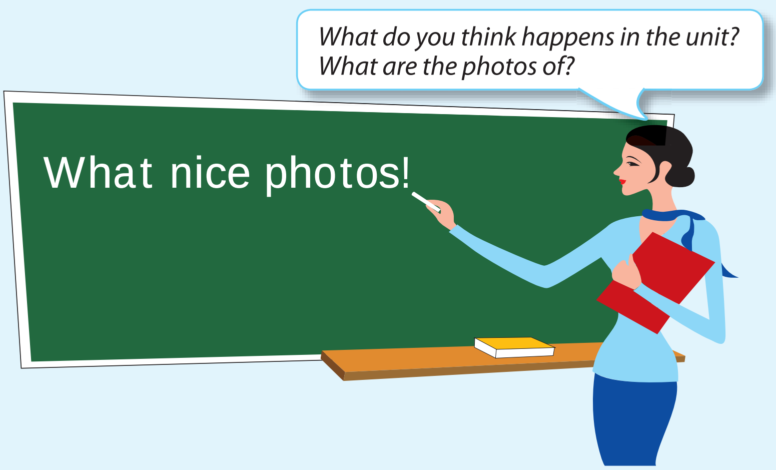
## GETTING STARTED

## What nice photos!

**1** Ask Ss questions about the picture:

*E.g. What are Mai and Tom doing? What are they looking at?* Ask Ss to name the cities in the photos and ask them to support their answers. Play the recording. Ss listen and read.

T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

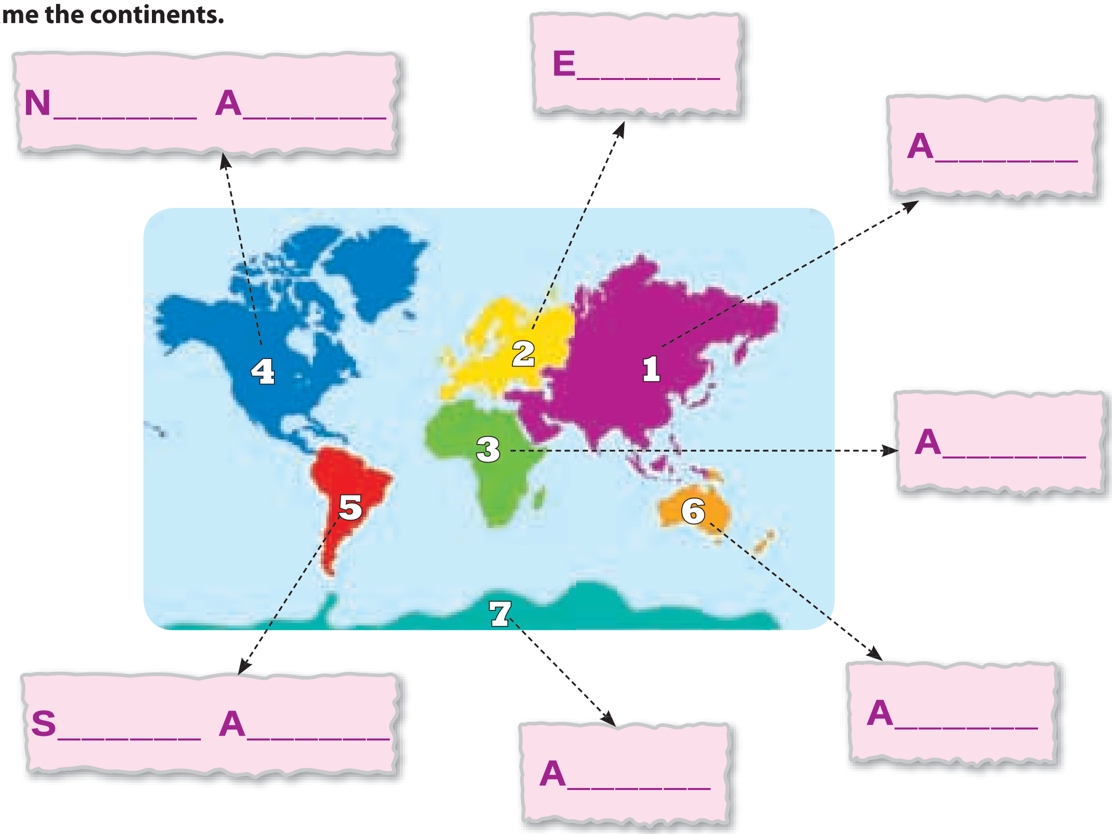


**2** **Read the conversation again. Then tick (✓) True (T) or False (F).**

| | T | F |
|---|---|---|
| 1. Tom and Mai are reading a book. | ☐ | ☐ |
| 2. Tom has been to all four cities. | ☐ | ☐ |
| 3. Tom has been to Sydney many times. | ☐ | ☐ |
| 4. All the buildings in London are old. | ☐ | ☐ |
| 5. Tom has taken many photos of Times Square. | ☐ | ☐ |

## Continents, countries, and cities

**3** **Name the continents.**




**4** **Match the words in the blue box to the names of the places in the yellow box.**

a. continent
b. country
c. city
d. capital
e. place of interest

1. Ha Noi
2. Nha Trang
3. Asia
4. Sweden
5. Ben Thanh Market
6. the Louvre
7. Amsterdam
8. Africa
9. the USA
10. Liverpool

**5** **Game: Around the world**

**In groups of four, choose a country and ask your friends the questions below (and any others you can think of)**

- Which continent is it in?
- What is its capital?
- What are its major cities?
- What is it famous for?

***The person who has the most correct answers is the winner.***



**2** Ss work independently. Tell them to look at the photos and the text in order to find the answers. Allow them to share answers before discussing as a class. Ask Ss to support their answers.

***Key:***
**1.** F (They are looking at photos on the computer.)
**2.** F (Tom has been to most of the cities.)
**3.** T
**4.** F (There are modern buildings in London as well.)
**5.** F (Tom has never been to New York. The photo is from his brother.)

**3** Ss can work in pairs to complete this task. Practise saying the continent names with them. Ask them the Vietnamese translations of these names.

***Key:*** **1.** Asia **2.** Europe **3.** Africa **4.** North America **5.** South America **6.** Australia **7.** Antarctica

**4** Write 'Asia, Viet Nam, Hue, Ha Noi, Thong Nhat Palace' on the board. Ask Ss which is the continent, which is the country, which is the city, which is the capital, and which is the place of interest. Ask them to give examples for Britain.

Then ask Ss to do the matching and give feedback. Practise saying the words with Ss. Ask them to locate the places on a map/globe.

***Note:*** The short, common forms of the United States of America are: the United States, the USA, the US. America often refers to the continent.

***Key:***
**a.** Asia, Africa
**b.** Sweden, the USA
**c.** Ha Noi, Nha Trang, Amsterdam, Liverpool
**d.** Ha Noi, Amsterdam
**e.** Ben Thanh Market, the Louvre

**5** Model the game with the whole class first. Divide Ss into 2 big groups (e.g. left side/right side; boys/girls). Give Ss more questions in addition to those in the book. Count the correct answers to find the winning group.

Have Ss play the game in groups of four. Remind them to record the correct answers from each group member to find the winner.

# A CLOSER LOOK 1

## Vocabulary

**1** **Match the words in A with their opposites in B. Some words may have more than one opposite.**

**A**

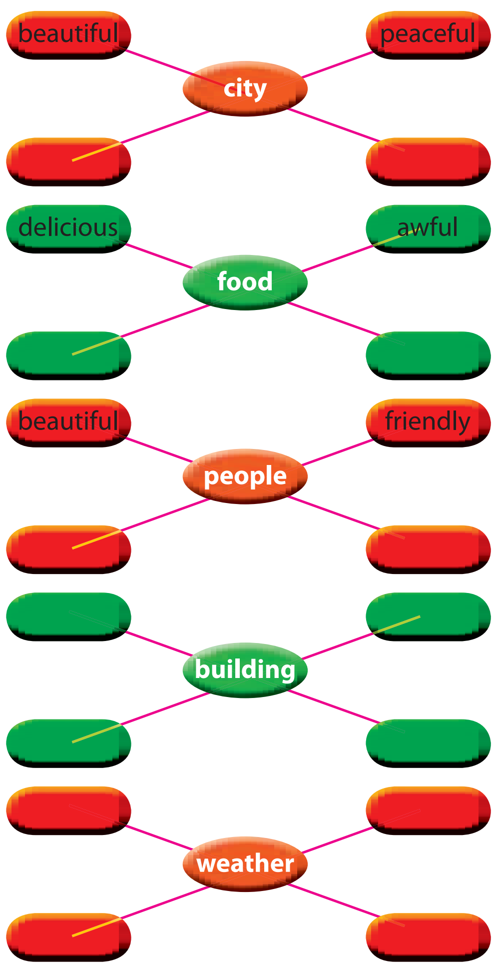
1. old
2. dangerous
3. quiet
4. dry
5. clean
6. historic
7. boring
8. cheap
9. cold

**B**

a. safe
b. dirty
c. wet
d. polluted
e. new
f. exciting
g. hot
h. modern
i. expensive
j. noisy

**2** **Create word webs.**

*Example:*




## Pronunciation

*/əu/ and /  i/*

**3** **Listen and write the words you hear in the appropriate column. Then, read the words aloud.**

| /əu/ | /  i/ |
|---|---|
| cold | sky |
| | |
| | |
| | |
| | |

**4** **Listen and repeat.**

1. New York is an **exciting** city with many **skyscrapers**.
2. It's very **cold** in Sweden in the winter with lots of **snow**.
3. **I like** looking at tall buildings at **night** with their colourful **lights**.
4. **Write** and tell me how to cook that **Thai** curry.
5. You can **go boating** on the West Lake. It's **nice**!
6. Oxford University is the **oldest** university in Britain.

## Grammar

### Superlatives of long adjectives

**Long adjectives**

- **2-syllable adjectives (not ending in –y)**
  *Example: famous, peaceful*
- **All adjectives of 3 or more syllables**
  *Example: expensive, delicious*

**Superlatives of long adjectives**

famous → **the most** famous
expensive → **the most** expensive

## A CLOSER LOOK 1

### Introduction

**Check if Ss remember which cities Mai and Tom were talking about at the beginning of the unit. Ask them how Tom described the three cities: What did he talk about? Which adjectives did he use? (E.g. *Rio de Janeiro is exciting. It is very hot. Sydney isn't so hot. The beaches in Sydney are clean and beautiful. London has bad weather. There are also modern buildings...*)**

### Vocabulary

**1** Ss may already know some of the adjectives in the activity so first ask them to match the words they know. Allow Ss to work together. Point out that some adjectives in the left column can have more than one opposites in the right column. Give feedback. Have Ss practise reading the adjectives. If there is time, encourage them to use these words to describe the four cities that Mai and Tom talked about.

***Key:*** old – new, dangerous – safe, quiet – noisy, dry – wet, clean – dirty, historic – modern, boring – exciting, cheap – expensive, cold – hot

**2** Have Ss work in groups. Tell them they can use the words in **1**. Encourage Ss to add other adjectives. Give feedback. Point out that some adjectives cannot go with particular nouns (e.g. we cannot say 'long/short city' or 'rainy people').

***Key:***

**city:** beautiful, peaceful, exciting, modern, big, polluted, safe, etc.
**food:** delicious, awful, good, tasty, etc.
**people:** nice, friendly, unfriendly, open, noisy, interesting, etc.
**building:** old, modern, tall, new, etc.
**weather:** bad, rainy, hot, cold, wet, etc.

### Pronunciation

**3** Practise the /əu/ and /ai/ sounds together. Model the two sounds with *cold* and *sky*. Let Ss see how the sounds are formed. Ask Ss to give words that have these two sounds. Play the recording and ask Ss to listen and fill in the suitable column. Play the recording as many times as necessary. Give feedback and have Ss repeat the sounds as a class.

| /əu/ | /ai/ |
|---|---|
| cold | sky |
| snow | exciting |
| old | high |
| clothes | fine |
| hold | flight |

***Audio script:***

**1.** cold **2.** sky **3.** exciting **4.** snow **5.** old
**6.** high **7.** clothes **8.** fine **9.** hold **10.** flight

**4** Have Ss practise reading the words in bold first. Ask them to say if the word has an /əu/ or an /ai/ sound. Play the recording as many times as necessary. Have Ss repeat the sentences. Provide further practice by dividing the class into two groups. Have groups read alternate lines.

If there is time, ask Ss to make sentences that contain words with /əu/ and /ai/ sounds and practise saying them with each other.

**5** **Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/her answers?**

COUNTRY : **BRITAIN**

1. Biggest city: *London*
2. Oldest university:




a. University of Oxford

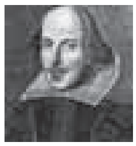


b. University of Cambridge

3. Most popular British writer:



a. Dickens



b. Shakespeare

4. Most popular food:



a. fish and chips



b. spaghetti

5. Most popular drink:

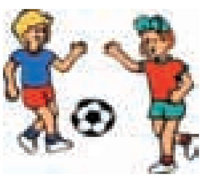


a. tea



b. coffee

6. Most common activity:



a. playing football



b. watching TV

**6** **Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?**

London is Britain's biggest city.

Oxford University is the oldest university in Britain. It was built in the 12th century.

The playwright William Shakespeare (1564-1616) is the most popular British writer in the world.

Britain's most popular food is fish and chips. Tea is the most popular drink.

Britain's most common leisure activities are watching television and films and listening to the radio.

# A CLOSER LOOK 2

## Grammar

### The present perfect

**1** **Listen again to part of the conversation. Pay attention to the present perfect.**

*Mai:* What nice photos! **Have you been** to all these places?

*Tom:* Yes, **I've been** to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

*Mai:* Is the weather there hotter than in Sydney?

*Tom:* Oh yes! Sydney isn't so hot. **I've been** to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

*Mai:* Is this London? What bad weather!

*Tom:* Yes, **we've been** there twice.

**The present perfect**

**has/have + past participle**

**We use the present perfect to describe our experiences.**

*I have seen that movie ten times.*

*I have been to Sa Pa.*

*I have been to Sa Pa twice.*

*I have never been to Sa Pa.*



**Remember:**
**The exact time the action happened is not important.**

**The present perfect**

(+) **I have been to Nha Trang twice.**

(–) **He hasn't been to Nha Trang./**
**He has never been to Nha Trang.**

(?) **Have you ever been to Nha Trang?**



**We often use *ever* and *never* when we describe our experiences.**

## Grammar

### Superlatives of long adjectives

**5** Let Ss have a quick look at all the pictures. Ask Ss to work individually to complete the fact sheet, using one of the pictures provided. Have Ss work in pairs to compare the answers. Ask them to discuss whether they agree with each other's answers. If they do not agree with the answers, encourage them to give reasons. Do not give corrective feedback at this stage.

***Key:***

| | |
|---|---|
| **1.** London | **2.** Oxford University |
| **3.** Shakespeare | **4.** fish and chips |
| **5.** tea | **6.** watching TV |

**6** Set a time limit for this exercise. Ask Ss to look at their earlier answers (and think about their discussions) in Exercise 5 to check if they are similar to what the text says. Have Ss ask and answer questions about the facts using *the most + adjectives*. Encourage them to expand the fact sheet by adding information like: *The most famous woman in Britain, the most well-known novel/movie, the most famous footballer/actor/actress, the most popular sport,* etc.

Remind Ss of how to form the superlatives of short adjectives. Also ask them to remember how the comparatives of long adjectives are formed. Write the form of the superlatives of long adjectives on the board. Ask Ss to find the superlatives of long adjectives in the text in **6**.

# A CLOSER LOOK 2

## Grammar

### The present perfect

**1** Ask Ss to recall what Tom told Mai about in the conversation in ***Getting Started***.

Ss underline all the verbs in the present perfect tense. Use the Grammar box to help you explain that present perfect is used to show that one has had or has never had this experience.

Provide the form of the present perfect. Notice the past participle. Ask Ss to look for the original verb of the past participles in the conversation. Notice the use of 'ever' and 'never'.

Play 'Board Race' game: Write two lists of verbs on the board. Two teams will race to the board to write the past participles of these verbs. Each team gets one point for the correct participle. The team that finishes first gets 2 extra points.

## 2 Put the verbs in brackets into the present perfect.

1. Tom (be) __________ to Rio de Janeiro, Sydney, and London.
2. The family (be) ______ to the beaches in Sydney many times.
3. Tom (visit) __________ London twice.
4. His brother (be) __________ to New York.
5. But he (be) __________ there.

## 3 Put the verbs in brackets in the correct form.

1. ______ you (see) ______ *High School Musical*?
   Oh yes, I love it. I (see) ______ it many times.
2. I often (go) ______ to bed very late.
3. I ______ never (be) ______ on TV.
4. They (clean) ______ the car every week.
5. Thu usually (take) ______ the bus to school.
6. My sister loves that restaurant and she (eat) ______ there hundreds of times.

## 4 Look at Tom's webpage. Tell a partner what he has done this week.




## 5 Class survey

Go round the class asking the survey questions. Find out:

- One thing that everyone has done
- One thing no one has done

| | Yes ✓ | No x |
|---|---|---|
| 1. Have you ever sung karaoke? | | |
| 2. Have you ever talked on the phone for one hour? | | |
| 3. Have you ever been on TV? | | |
| 4. Have you ever eaten ice cream in winter? | | |
| 5. Have you ever had a pet? | | |
| 6. Have you ever talked to a native speaker of English? | | |

**2** You may play the entire conversation again. Tell Ss that some information for this exercise is not mentioned directly in the recording – it must be inferred. Have Ss do the task and ask them to support their answers with parts in the recording.

***Key:***

**1.** has been **2.** has been **3.** has visited **4.** has been **5.** hasn't been

**3** Remind Ss that the present perfect is used to describe one's experiences, and it is not important to state the exact time when they happened. Contrast this with the present simple which describes a repeated action, or a truth, and adverbs of frequency when something happened are often mentioned. Have Ss work on this exercise individually before they compare answers with each other. Give feedback as a class discussion.

***Key:***

**1.** Have you seen… have seen… **2.** go
**3.** have never been **4.** clean
**5.** takes **6.** has eaten

**4** Elicit what there is in the photos by asking Ss questions. Ask Ss to provide the verbs and their past participles. Have Ss write the sentences in full in their notebooks, then in pairs take turns talking about what Tom has done this week.

If time allows, have Ss talk about what they have done this week, using the present perfect.

***Key:***

**1.** He has read a book.
**2.** He has eaten 'pho'.
**3.** He has played football.
**4.** He has got an A+.
**5.** He has washed his dog.

**5** This is a mingling activity. Make sure Ss can move around and ask different classmates for different questions. Ss should not ask the same person all the questions. When they have finished the survey, make a class poll by asking Ss to report the results. Count the number of 'Yes' answers to each question and find out what is the thing the most Ss have ever done, and the thing that the least of them/ or no one has done.

# COMMUNICATION

## Extra vocabulary

| | | |
|---|---|---|
| design | symbol | landmark |
| creature | UNESCO World Heritage | |

**1 Match the words in the box with the landmarks. Which cities are they in? What do you know about them?**

Sydney Opera House
Big Ben
Merlion
Eiffel Tower
Temple of Literature



a. ____________



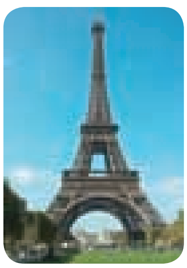
b. ____________



c. ____________



d. ____________



e. ____________

**2 Read about the landmarks. Can you guess which landmark from 1 they are?**

It is the most famous tower in England. The name is often used to describe the tower, the clock and the bell in the tower. The bell is the largest bell ever made in England.

1. ______________________

Danish architect Jorn Utzon designed the place, and Queen Elizabeth II opened it in 1973. It is a UNESCO World Heritage building.

2. ______________________

One of Hanoi's most well-known landmarks, this place was built in 1070. It is next to Quoc Tu Giam, Viet Nam's first university.

3. ______________________

Gustave Eiffel designed this tower in 1889. Now, almost 7 million visitors visit it a year. That makes it the most visited landmark in the world.

4. ______________________

A creature with the head of a lion and the body of a fish, it is the symbol of Singapore.

5. ______________________

**3 Tick (✓) True (T) or False (F).**

| | | T | F |
|---|---|---|---|
| 1. | Big Ben is the biggest tower in England. | ☐ | ☐ |
| 2. | The Sydney Opera House was designed by a famous Australian architect. | ☐ | ☐ |
| 3. | Queen Elizabeth II came to Sydney in 1973. | ☐ | ☐ |
| 4. | The Eiffel Tower is the world's second most visited tourist place. | ☐ | ☐ |
| 5. | The Temple of Literature was the first university in Viet Nam. | ☐ | ☐ |
| 6. | The Merlion has a fish's head and a lion's body. | ☐ | ☐ |

**4 Think of a city, a country, or a landmark. Give clues. Your classmates guess.**

*Example:*

A: It's a city. It's very hot and crowded.
B: Is it Tokyo?
A: No, it's not. It's in South America. The people there love football.
C: Is it Rio de Janeiro?
A: Yes, it is!

## COMMUNICATION

**1** Before Ss open their books, show the pictures of the five landmarks and ask Ss what they are. If Ss do not know their names in English, allow them to use Vietnamese. Then give the English names and ask Ss to match them with the photos. Elicit from Ss any information they know about the landmarks: *Which countries and which cities are they in? What type of building are they? What were they built for?* etc.

***Key:*** **a.** Merlion **b.** Big Ben **c.** Temple of Literature
**d.** Sydney Opera House **e.** Eiffel Tower

**2** Tell the class they will be introduced to some new words. Elicit their meanings from Ss. Ask Ss if they know any UNESCO World Heritage sites in Viet Nam.

Have Ss read the five texts about the five landmarks. Set a time limit. Have them do the matching and ask them to support their answers.

***Key:***

**1.** Big Ben
**2.** Sydney Opera House
**3.** Temple of Literature
**4.** Eiffel Tower
**5.** Merlion

**3** Ask Ss to read the text again and allow them a longer time limit. Ask them to underline key words in each text. Explain that key words are important words that help us understand and remember the main points of the text. Have Ss do the T/F exercise individually, then compare the answers with their friends before discussing them as a class. Ask Ss to support their answers.

***Key:***

**1.** F (The bell in the tower is the largest bell ever made in England.)
**2.** F (It was designed by a Danish architect.)
**3.** T
**4.** F (It is the most visited landmark in the world.)
**5.** F (Quoc Tu Giam is Viet Nam's first.)
**6.** F (It has a lion's head and a fish's body.)

**4** Choose a country/city/landmark yourself. Ask the class to guess what it is. Arrange groups of four to play the game. Each group then chooses the most difficult city that they had to guess in their group and presents it to the whole class as a challenge.

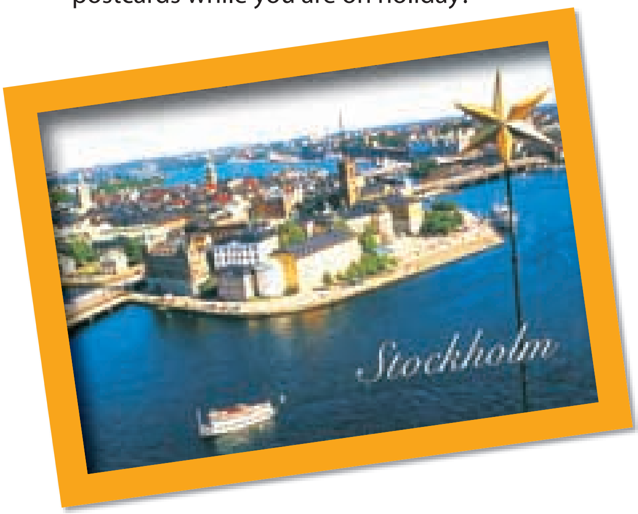
# SKILLS 1

## Reading

### Love from Sweden

**1 Look at the postcard.**

1. What is the picture on the postcard of?
2. What do you think is written on this postcard?
3. What is the purpose of writing and sending postcards while you are on holiday?




**2 Read the postcard and answer the questions.**

(1) September 6th

(2) Dear Grandpa and Grandma,

(3) Stockholm is fantastic! (4) The weather has been perfect. It's sunny! The hotel and the food are ok. (5) We had "fika" in a café in the Old Town. The Royal Palace (pictured) is too beautiful for words! Swedish art & design is so amazing! Phuc loves it! (6) Mum and Dad have rented bikes. Tomorrow we're cycling around to discover the city.

(7) Wish you were here!

(8) Love,

Hanh Mai



To: (9) Grandpa and Grandma
Hoan Kiem, Ha Noi
VIET NAM

1. What city is Mai in?
2. Who is with her?
3. What has the weather been like?
4. Where is Mai staying?
5. What has she done so far?
6. What do you think 'fika' means?
7. What will she do tomorrow?
8. How is Mai feeling? How do you know?

**3 Read the text again and match the headings with the numbers.**

a. Address of the person/people who get the postcard
b. Weather/hotel/food
c. Opening
d. What you have seen or done
e. Closing
f. A very popular sentence used for postcards, near the closing
g. What you will do next
h. An overall feeling about the place
i. Date

## Speaking

**4 Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.**

- When did you arrive?
- Who are you with?
- Where are you staying?
- What have you done?
- What are you doing tomorrow?
- How are you feeling?

**5 In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner's city in the space below.**

________________________________________

________________________________________

________________________________________

________________________________________

## SKILLS 1

### Introduction

**If possible, show the class some real postcards. Ask Ss where the postcards were sent from. Ask them to guess who wrote the postcard, and to whom; when it was written, what it was written about, etc.**

### Reading

**1** Before starting, discuss the features of postcard with Ss: photo(s) on one side, short text on the other side, can be sent without envelope, etc.

Draw Ss' attention to the postcard (the side with the photo). Ask them the three questions. Accept reasonable answers.

***Key:***

**1.** The photo is of Stockholm, Sweden.

**2.** The sender writes about his/her stay in the city.

**3.** We send postcards to tell our family and/or friends that we are having a good time, but we still miss them and want to send some photos of the place where we are so that, although they cannot be with us there they can still see how beautiful it is.

**2** Have Ss look at the questions first. Ask them to underline the key words in the questions. Tell them these key words will help them to find the information more easily in the text. Have them read the postcard and answer the questions individually then compare the answers with each other before discussing them as a class. Encourage Ss to support their answers, especially numbers 6 and 8.

***Key:***

**1.** Mai is in Stockholm.
**2.** She is there with her family (Mum, Dad, and her brother Phuc)
**3.** The weather has been perfect. It is sunny.
**4.** Mai is staying in a hotel.
**5.** She has visited the Royal Palace and had 'fika' in a café in the Old Town.
**6.** 'Fika' (a Swedish word) means a leisure break when one drinks tea/coffee and perhaps has some biscuits with friends and family. (Ss may not get it correct right away but do ask them to guess from the words *have a fika in a café*.)
**7.** She will cycle to discover the city.
**8.** Mai is feeling happy. She used the words such as "fantastic", "perfect", "amazing", "too beautiful for words".

**3** Have Ss read the text again, this time to match the headings. Then pay their attention to how a postcard is organized. You can use the postcards you bring into class as additional examples.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | **1.** i | **2.** c | **3.** h | **4.** b | |
| | **5.** d | **6.** g | **7.** f | **8.** e | **9.** a |

### Speaking

**4** Ss can choose one of the cities they have learnt about in this unit, or choose a city that they like in Viet Nam. Ask Ss to imagine they have just arrived in that city and want to tell others about it. Ask them to work individually answering the questions in the form of notes, but not in full sentences.

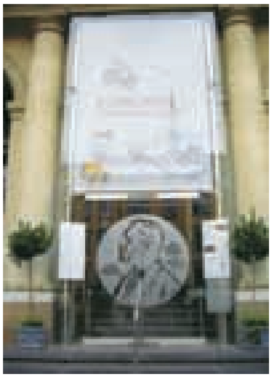
**5** Using the notes, have Ss work in pairs and tell each other about the city they choose. Make sure they speak in full sentences now. Then have them join another pair to make groups of four and continue their discussions.

# SKILLS 2

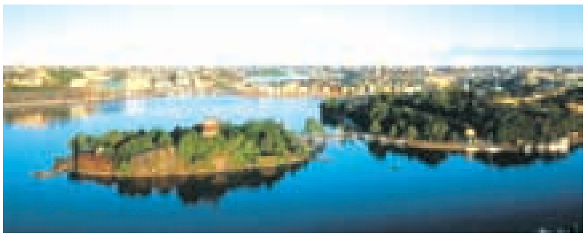
## Listening

**1** **Look at the pictures. What do you see?**









**2** **Listen and tick (✓) True (T) or False (F).**

| | T | F |
|---|---|---|
| 1. The Royal Palace is one of the largest palaces in Europe. | ☐ | ☐ |
| 2. The biggest part of Stockholm is the Old Town. | ☐ | ☐ |
| 3. Today, the Old Town doesn't have any cafés, restaurants or shops. | ☐ | ☐ |
| 4. The Nobel Peace Prize is awarded in Stockholm. | ☐ | ☐ |
| 5. The Nobel Prize is presented by the Swedish Prime Minister. | ☐ | ☐ |

**3** **Listen again to the talk and fill in the gaps.**

1. The city of Stockholm covers ____________ islands.
2. It has ____________ years of history.
3. There are about ____________ people living in the Old Town today.
4. Nobel prizewinners receive their awards on ____________.
5. The award consists of a Nobel diploma, a medal, and ____________ Swedish crowns.

## Writing

### *A holiday postcard*

**Study Skills**

**Think about the 5 Ws and 1 H and include the answers in your postcard:**

Who?
What?
When?
Where?
Why?
How?

**4** **Rearrange the words to make sentences.**

1. Stockholm/fantastic/is/!
2. Da Lat/we're/in/!
3. a good time/we're/having/here/!
4. love/I/Disneyland/!
5. must/come/you/!
6. you/wish/I/were/here/!



**Learning tip**
**There's not much space on a postcard, so keep it short and sweet! Use exclamation marks.**

**5** **Write a postcard. Use the notes about the city you have chosen in Speaking 4, page 32.**

# SKILLS 2

## Listening

**1** Ask Ss what they see in the photos first. Elicit these words from Ss: Royal Palace, Nobel Prize, museum, cafés, restaurants, shops, islands. Ask Ss if they know about Nobel and the Nobel Prize. Ss can talk about this in Vietnamese if they do not have enough vocabulary. Tell Ss they will listen about the Old Town in Stockholm, and how Nobel Prizes are awarded every year in Stockholm.

**2** Before listening to the recording, go through the statements with Ss. Explain any new words. Ask Ss to underline the most important information in each sentence. Tell Ss they need to listen for the main ideas they hear. Play the recording as many times as Ss wish.

***Key:***
**1.** T
**2.** F (The oldest, not the biggest, part of Stockholm is the Old Town.)
**3.** F (Today, the Old Town is a place with cafés, restaurants, shops and museums.)
**4.** F (All Nobel prizes, except for the Nobel Peace Prize, are awarded in Stockholm.)
**5.** F (It is presented by the Swedish King.)

***Audio script:***

Sweden's capital city is built on 14 islands and has a 700 year-old history.
The oldest part of Stockholm is the Old Town. Here you can visit the Royal Palace, one of Europe's largest and most dynamic palaces.
There are about 3,000 people living in the Old Town today and it's a place with cafés, restaurants, shops and museums, including the Nobel Museum.
Stockholm is also the city where Nobel Prizes, except for the Nobel Peace Prize, are awarded each year. On the 10th December, the day when Alfred Nobel died, the Nobel Prize winners receive their awards from the Swedish King – a Nobel diploma, a medal, and 10 million Swedish crowns per prize.

**3** Explain to Ss that this time they need to listen for the exact details in the recording. Ask them to identify the kind of information they have to find out: years, amount of money, number of people, date, etc. Play the recording for Ss to fill in the gaps.

***Key:*** **1.** 14 **2.** 700 **3.** 3,000 **4.** 10th December **5.** 10 million

## Writing

Write 5 Ws and 1 H on the board and ask Ss to give examples.
Draw their attention to the postcard in **2**, page 28 in Student Book. Ask Ss how the 5 Ws and 1 H are answered in the postcard. Have them make the questions in full and find the information from the postcard that gives the answers.

**4** Explain to Ss that the space for writing on postcards is not big so people often write short sentences which contain the most important information, and which can express what they are feeling. Tell Ss that contraction is often used in writing postcards to make it short and informal.
Have Ss rearrange the exclamations and, if possible, practise saying them aloud to notice the emotion and intonation of the expressions.

***Key:***
**1.** Stockholm is fantastic! **2.** We're in Da Lat!
**3.** We're having a good time here! **4.** I love Disneyland!
**5.** You must come! **6.** I wish you were here!

**5** Ask Ss to use the notes they have made in *Speaking 4*, page 28 to write a postcard to their family or friends. Remind them how the 5 Ws and 1 H are included in the notes. If there is time, you can pair Ss and ask them to write postcards to each other. Have them swap and give feedback on each other's writing once they have finished.

# LOOKING BACK

## Vocabulary

**1 Choose the best *two* options.**

1. The city is ___________.
   a. exciting b. amazing c. long
2. The weather is ___________.
   a. cold b. quiet c. sunny
3. The people are ___________.
   a. friendly b. polluted c. nice
4. The buildings are ___________.
   a. tall b. beautiful c. fast
5. The food is ___________.
   a. noisy b. delicious c. good

## Grammar

**2 Put the verbs in brackets into the present perfect.**

*Nhung:* _________ you ever (1. eat) _________ a Philadelphia cheese steak?

*Nora:* Yes, I have.

*Nhung:* Really? _________ you (2. be) _________ to Philadelphia?

*Nora:* Yes, I (3. be) _________ there twice. I (4. be) _______ to many famous places in the city.

*Nhung:* _______ you (5. visit) _________ the Constitution Centre?

*Nora:* No, I haven't, but I (6. see) _________ the Liberty Bell. Look at this postcard.



**3 In pairs, complete this fact sheet about Viet Nam.**

COUNTRY : **VIET NAM**

- **Biggest city: Ho Chi Minh City**
- **Oldest university:** ______________________
- **Most popular Vietnamese writer:** __________
- **Most popular food:** ____________________
- **Most popular drink:** ____________________
- **Most common activity:** __________________

**4 Using the information from your fact sheet, write a short paragraph (7 - 8 sentences) about Viet Nam.**

## Communication

**5 Game: Yes I have**

In pairs, ask a *Have you ever...* question. You may use the questions from the Class Survey in **A closer look 2**, page 30, to help you. Then ask three wh- questions to get more information from your partner and guess if he/she is telling the truth or not.

A: Have you ever been on TV?
B: Yes.
A: When was that?
B: Last year.
A: Which programme were you in?
B: Erm … the Evening News.
A: Why were you there?
B: I don't remember!

| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use adjectives to talk about some famous cities and their landmarks<br>• compare things using the superlatives of long adjectives<br>• use present perfect to describe an experience<br>• write a postcard about travel experiences | | | |

# LOOKING BACK

Encourage Ss not to refer back to the unit. Instead, they can use what they remember from the unit to help them answer the questions. This will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Now you can**... self-assessment statements at the end. Ask Ss to use the result of each section of **Looking Back** to help them when filling in the self-assessment.

## Vocabulary

**1** Write the five topics: city, weather, people, building, food on the board and elicit from Ss at least 3 adjectives to describe each topic. Ask Ss if they can use the adjective 'short' to describe a city, for example, and ask why not. Explain 'short' is used for distance or length, but not to describe a city. Give Ss sufficient time to do the exercise. When Ss have indentified the unsuitable adjectives, ask them to explain why adjective is inappropriate. Encourage conversation.

***Key:*** **1.** a, b **2.** a, c **3.** a, c **4.** a, b **5.** b, c

## Grammar

**2** Ask Ss to complete the conversation individually. They can share answers with a partner, but they should record their original answers to guide their self-assessment.

***Key:***

**1.** Have you ever eaten
**2.** Have you been
**3.** have been
**4.** have been
**5.** Have you visited
**6.** have seen

**3** Go through the questions with Ss. If they do not have any information about a particular question, stop and give at least 3 answer options for them to consider. After they have completed the fact sheet, have a whole class discussion about the answers. The aim of the task is to practise the superlative, so accept reasonable answers, as there could be several correct answers.

***Key:*** (suggested)

- Biggest city: Ho Chi Minh City
- Oldest university: Quoc Tu Giam, Thang Long – Ha Noi (1076)
- Most popular Vietnamese writer: Nguyen Du, Nam Cao
- Most popular food: spring rolls (nem), noodles (pho)
- Most popular drink: tea, coffee
- Most common activity: watching TV, football

**4** Tell Ss for a reference they can look at the text about Britain on page 25 in Student's Book.

## Communication

**5** Try the first '*Have you ever…?*' question on page 26 in Student's Book with two students as an example. Ask the class who they think told the truth, who did not, and why they think so. Then have Ss play the game in pairs. Ask them to add original '*Have you ever…?*' questions if they wish. If time allows, ask some pairs to report what they have found out about their partner.

## Finished!

Ask Ss to use their results for the questions in **Looking Back** to guide them as they complete this self-assessment.

Identify any difficulties and weak areas and provide further practice.

**PROJECT**

# My 5 Day Journey Around the World!

- Choose five cities in the world that you want to visit.
- Find five interesting facts about each city.
- Design a poster. Make sure to include the facts about the cities and some pictures!



## PROJECT

**My 5 Day Journey Around the World**

Ask Ss to bring some travel magazines, magazines that have travel pages, or printouts of travel web pages to class. Together with Ss, choose a famous city in the world or a city in Viet Nam and find five interesting facts about the city as an example. Discuss how Ss can make the poster look attractive (include photos, drawings, different layout/styles when writing the facts, etc.) If done in class, this can be a group project with a short presentation. Ask Ss to position the cities on a map of the world/a globe if available, and give the reasons for choosing the cities. Display the posters around the classroom. If it's short of time, Ss can do the project as homework.

# LANGUAGE

## Pronunciation

**1 Odd one out. Which underlined sound is pronounced differently in each group?**

| | | | | |
|---|---|---|---|---|
| 1. | A. bicycle | B. exciting | C. favourite | D. widely |
| 2. | A. doctor | B. opening | C. gold | D. postcard |
| 3. | A. farther | B. earth | C. both | D. marathon |
| 4. | A. fear | B. repeat | C. idea | D. really |
| 5. | A. hair | B. fare | C. prepare | D. speaker |
| 6. | A. further | B. another | C. leather | D. author |

**2 Practise saying the sentences. Pay attention to the pronunciation of the underlined words.**

1. What sport can you play in the cold weather?
2. The bathroom door is closed tightly.
3. Her hair is shining brightly in the sun.
4. I know neither Stockholm nor Rio de Janeiro.

## Vocabulary

**3 Choose A, B, or C to fill the gaps in the passage.**

Most children love (1) _______ activities. They play football, go skateboarding or go (2) _________. In countries with snow like (3) _________, children go to the mountains with their parents to go skiing. They can make a (4) _______ in the playground in front of their house. When the weather is bad, they can stay at home and watch interesting (5) _______ on TV.

| | | | |
|---|---|---|---|
| 1. | A. outdoor | B. indoor | C. school |
| 2. | A. tennis | B. swimming | C. karate |
| 3. | A. Sweden | B. Paris | C. Bangkok |
| 4. | A. snowman | B. postman | C. sportsman |
| 5. | A. channels | B. viewers | C. programmes |

**4 Choose one of the words/phrases in the box to complete sentences 1-6.**

| | | |
|---|---|---|
| football | remote control | country |
| Paris | local television | Summer sports |

1. The most famous building in ___________ is the Eiffel Tower.
2. Pelé is the greatest __________ player of all time.
3. _______ has many useful programmes.
4. Russia is the biggest _______ in the world.
5. You can use a _______ to change channels.
6. _______ are very popular in countries with a lot of sunshine like Australia.

## Grammar

**5 Complete the sentences with the present simple, present perfect or past simple forms of the verbs in brackets.**

1. John, you are late. The documentary _______ ten minutes ago. *(start)*
2. Children sometimes _______ adult sports like golf. *(play)*
3. The USA __________ colour TV in 1953. *(have)*
4. The World Cup _______ held every four years. *(be)*
5. My mother _______ me a pair of sports shoes for my last birthday. *(buy)*
6. Thomas _______ for BBC One since 2005. *(work)*

**6 Are the underlined question words correct? If not, correct them.**

1. Who sports do you like?
2. – What time do you have English classes?
   – Monday and Thursday.
3. What is the longest river in the world?
4. What tall are the Twin Towers in Kuala Lumpur?
5. Where is the Great Wall: China or Korea?

**7 Use the superlatives in the box to complete the sentences.**

| | |
|---|---|
| the most interesting | The most relaxing |
| The most expensive | the most popular |
| the most colourful | |

1. _______ city in the world is Tokyo. People need a lot of money to live there.
2. Football is _______ sport in the world. Everybody loves it.
3. National Geographic is ______________ channel. We can learn a lot when we watch it.
4. - What is _______ holiday in your country?
   - It's Tet. There are lots of fireworks.
5. ______ city in the USA is Hawaii. The city is full of holiday makers.

# REVIEW 3

## Introduction

Review revises the language and skills taught in units 7-9.

Introduce the review by asking Ss if they remember what they have learnt in units 7-9. Add any missing information in order to have a complete summary of language items and skills of the three units.

## LANGUAGE

T can use this review as a self-test or a revision in which each exercise is done separately with a certain focus.

### Pronunciation

**1** Let Ss do this exercise individually by reading the words in each group and decide which word is the odd one before T allows them to listen and check.

| | | | | | | |
|---|---|---|---|---|---|---|
| ***Key:*** | 1. C | 2. A | 3. A | 4. B | 5. D | 6. D |

**2** This is a much more difficult task as Ss have to listen and say the words containing sounds /θ/ and /ð/ in a complete sentence. Play the recording and ask Ss to listen carefully. Then play the recording again and ask them to repeat the sentences. T checks on their pronunciation of the key sounds.

### Vocabulary

**3** Ss do this separately and share their answers later with a partner. Check Ss' answers.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. A | 2. B | 3. A | 4. A | 5. C |

**4** Ask Ss to look at the whole sentence to decide what kind of word is missing before referring to the list of words given. If time allows, ask Ss to think of some other words and do the same. This helps Ss not only remember the words, but also know how to use the words correctly.

| | | | |
|---|---|---|---|
| ***Key:*** | 1. Paris | 2. football | 3. Local television |
| | 4. country | 5. remote control | 6. Summer sports |

### Grammar

**5** This is a chance for Ss to look back at the use of the verb tenses. Focus on the difference between the past simple and present perfect.

| | | | |
|---|---|---|---|
| ***Key:*** | 1. started | 2. play | 3. had |
| | 4. is | 5. bought | 6. has worked |

**6** Ss must by now be familiar with, and quite skillful in, using question words. If a question word is wrong, ask Ss to explain why.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. What | 2. When | 3. Correct | 4. How | 5. Correct |

**7** This looks back at the use of superlatives of long adjectives. Check Ss' answers.

1. The most expensive 2. the most popular 3. the most interesting

4. the most colourful 5. The most relaxing

## Everyday English

**8** **Choose the best replies for the questions.**

1. What time does the match start?
2. I want to visit Ha Long Bay.
3. Where is the Pyramid of Giza?
4. How many TV channels for children are there in your country?
5. Who is the most famous TV interviewer?

a. Me too.
b. Not many, only 4 or 5.
c. It's in Egypt.
d. Larry King in the USA.
e. I think it's at 8.

# SKILLS

## Reading STRANGEST SPORTS

**1** **Read the two descriptions of strange sports around the world and choose the title for them.**



A. Putting Your Toes Together



B. Who's faster: You or The Cheese?

1. ___________

Cheese rolling is one of the simplest sports. They roll a big round piece of cheese from the top of a hill and competitors chase after it. The first person to cross the finish line at the bottom of the hill wins (the cheese of course).

Very few people can catch the rolling cheese because it can travel up to 112 km an hour.

2. ___________

Toe wrestling is a popular sport for children. Two children lock their toes together and try to force the other's foot to the ground. There is even the World Toe Wrestling Competition. It first started in Derbyshire, UK in 1976.

**2** **Which sport is it?**

**Use the information from the passages in 1 to tick (✓) the correct box.**

| | Putting your toes together. | Who's faster: You or The Cheese? |
|---|---|---|
| 1. They need a hill to play the sport. | | |
| 2. They use the lower part of the body for the sport. | | |
| 3. It travels as fast as 112 kilometers an hour. | | |
| 4. It first started in the United Kingdom. | | |

## Speaking

**3** **Work in groups. Interview your friends about their likes. Take notes in the table and report it to your class.**

| *Questions* | *Person 1* | *Person 2* |
|---|---|---|
| 1. What city/country would you like to visit? | | |
| 2. What sports/games do you like playing? | | |
| 3. What TV programme do you like best? | | |

## Listening HAVE YOU EVER...?

**4** **Listen to the interview with Nick and fill in the blanks.**

***Interviewer:*** Nick, have you ever taken part in a sports (1)________________?

***Nick:*** Yes, I have, a (2)________ competition. But I didn't win any prizes.

***Interviewer:*** Have you ever been to another (3)______________?

***Nick:*** Yes, I am now here in Viet Nam, and I've been to (4)________, too.

***Interviewer:*** Have you ever watched a (5)________ series?

***Nick:*** Oh, several. But I like *The Adventures of Peter Pan* best.

***Interviewer:*** Thank you, Nick.

**5** **Listen to an interview with Phong and complete the answers with information from the listening.**

| *Questions* | *Answers* |
|---|---|
| What competition? | 1. ________________ |
| What country? | 2. ________________ |
| What cartoon? | 3. ________________ |

## Writing

**6** **Mark and Tim visited India last summer. Look at the information in the table to write a complete passage about their visit.**

| | |
|---|---|
| Country | India |
| Cities | Delhi, Madurai |
| Activities | watch snake performance, visit temples and historic buildings, eat kebabs |
| Date | Nov 18 - 25 |
| People | friendly |
| Weather | very hot |

## Everyday English

**8** This creates a situation in which one can use the language already learnt, in daily conversation.

| **Key:** | 1. e | 2. a | 3. c | 4. b | 5. d |
|---|---|---|---|---|---|

# SKILLS

## Reading

**1 + 2** Ss do this exercise individually, and then check it with their peers. T lets Ss discuss among themselves before finalizing the answers.

| **Key:** | | | |
|---|---|---|---|
| | **1** | 1. B | 2. A |
| | **2** | 1. Who's faster | 2. Putting your toes together |
| | | 3. Who's faster | 4. Putting your toes together |

## Speaking

**3** This, again, revises the language items learnt but in a more dynamic form: interviewing and reporting the results.

## Listening

**4** This listening aims at the revision of present perfect tense. Play the recording and let Ss write down the answers.

**Key:** 1. competition 2. skiing 3. country 4. Canada 5. cartoon

***Audio script:***

***Interviewer:*** Nick, have you ever taken part in a sports competition?
***Nick:*** Yes, I have, a skiing competition. But I didn't win any prizes.
***Interviewer:*** Have you ever been to another country?
***Nick:*** Yes, I am now here in Viet Nam, and I've been to Canada, too.
***Interviewer:*** Have you ever watched a cartoon series?
***Nick:*** Oh, several. But I like *The Adventures of Peter Pan* best.
***Interviewer:*** Thank you, Nick.

**5** This listening requires Ss to listen more attentively for specific information. Ask Ss to read the questions first and determine what information is needed for the answer. Then, T plays the recording.

**Key:** 1. running race 2. Thailand 3. Wait and See

***Audio script:***

***Interviewer:*** Phong, have you ever taken part in a sports competition?
***Phong:*** Yes, once. I took part in a running race when I was in grade 5.
***Interviewer:*** Did you win?
***Phong:*** No, I came second.
***Interviewer:*** And… Have you ever been to another country?
***Phong:*** Thailand. Yes, Thailand.
***Interviewer:*** OK. Have you ever watched a cartoon series?
***Phong:*** Yes, Wait and See. It's a Russian cartoon about an intelligent rabbit and a wolf.
***Interviewer:*** Thank you, Phong.

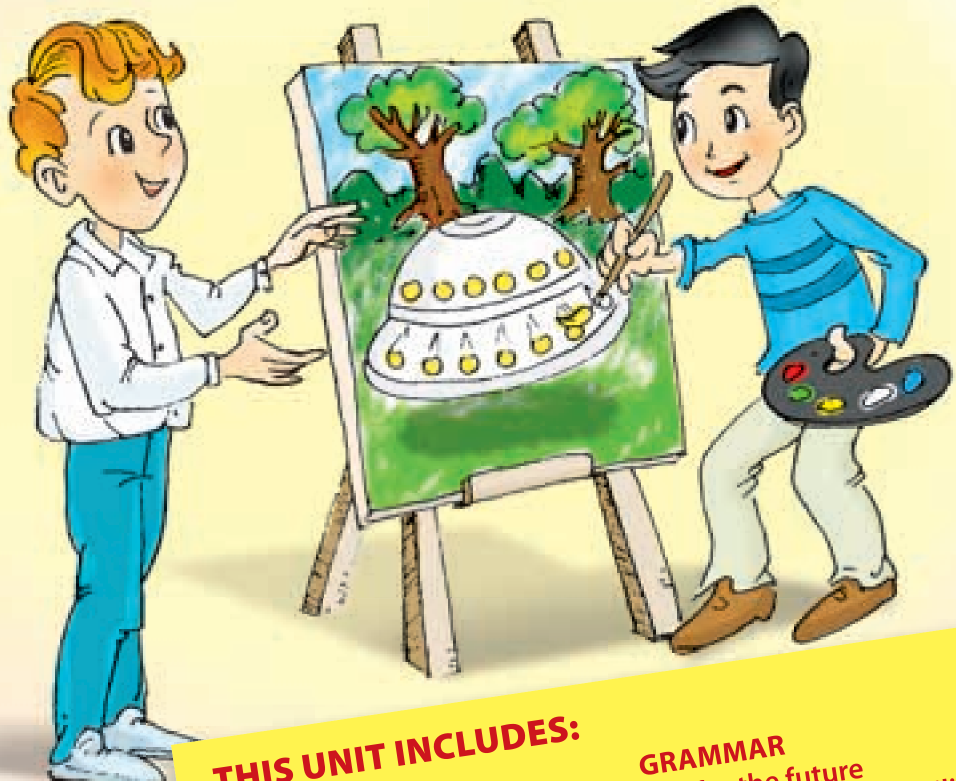
## Writing

**6** Ask Ss to read the table and decide what tense/ sentence structure to use for the writing and how the information is organized. Only then should T let Ss write. Ss might want to change some details from the table. Encourage them to do so. They can start with:
*Last summer, Tim and Mark visited India. They* _______

# Unit 10 OUR HOUSES IN THE FUTURE

## GETTING STARTED

### My future house



**THIS UNIT INCLUDES:**

**VOCABULARY**
Words to talk about types of houses and appliances

**PRONUNCIATION**
Sounds /dr/ and /tr/

**GRAMMAR**
*Will* for the future
*Might* for future possibility

**COMMUNICATION**
Talking about different houses in the future
Writing about a dream house

**1** Listen and read.

| | |
|---|---|
| ***Nick:*** | What are you doing, Phong? |
| ***Phong:*** | I'm drawing my house. |
| ***Nick:*** | Your house! That's a UFO. |
| ***Phong:*** | It looks like a UFO but it's my house in the future. |
| ***Nick:*** | Where will it be? |
| ***Phong:*** | It'll be in the mountains, surrounded by many tall old trees. |
| ***Nick:*** | What will it be like? |
| ***Phong:*** | It'll be a large house. There will be twenty rooms in it. |
| ***Nick:*** | Twenty rooms! Wow! Will it be nice? |
| ***Phong:*** | Yes, and it will have solar energy. |
| ***Nick:*** | Fantastic! Which room will you like best? |
| ***Phong:*** | My bedroom, of course. |
| ***Nick:*** | What appliances might you have? |
| ***Phong:*** | I might have a wireless TV so I can watch TV programmes from space or a friendly robot to help me with my home. |
| ***Nick:*** | Sounds great! And how much will .... |

**Objectives:**

**By the end of this unit, students can:**

- pronounce the sounds */dr/* and */tr/* correctly in isolation and in context
- use the lexical items related to the topic *'Our Houses in the Future'*
- use *'will + V' for the future and 'might + V' for future possibility*
- use the combinations of the adjectives (*modern, smart, automatic, …*) + N (*house, dishwasher, TV…*)
- ask appropriate questions about future houses and appliances
- read for specific information about houses in the future and future appliances
- talk about houses in the future (*types, locations, surroundings, rooms, appliances*)
- listen to get information about dream houses
- write about a dream house (*type, location, surroundings, rooms, appliances*).

**Introduction**

Let Ss review Unit 2 **My Home** before starting the new unit. Write the title of the unit on the board 'Our Houses in the Future'. Let Ss say something about the houses they are living in and the furniture they have got. Tell them to think about the houses and the appliances they would like to have in the future.

Let Ss open their books and start the lesson.

## GETTING STARTED
## My future house

Set the context for the listening text. Focus on the characters (Phong and Nick), and the key language structures (*will + V* and *might + V*) to be learnt. Explain the meaning of 'UFO' and ask Ss to guess what the picture might show or what the conversation might be about.

**1** Ask Ss questions about the picture. E.g. '*What are Phong and Nick doing? What can you see in the picture?*'. Tell Ss to look through the conversation before listening.

Play the recording. Ss listen and read.

**a** **Complete the table.**

| | |
|---|---|
| Type of house: | |
| Location: | |
| Surroundings: | |
| Number of rooms: | |
| Appliances in the room: | |

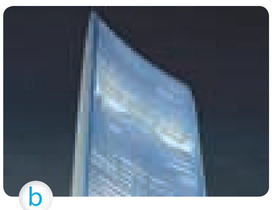
**b** **Read the conversation again. Complete the sentences.**

1. Phong's house will be in the ________.
2. His house will be surrounded by _________.
3. There will be ________ rooms in his house.
4. The house might have a _________ to watch TV programmes from space.

**2** **Match the words with the pictures. Then, ask your partner about them.**

1. UFO
2. houseboat
3. motorhome
4. skyscraper
5. palace


a


b


c


d


e

**3** **a** **Work with a partner. What adjectives can you think of to describe the houses in 2?**

**b** **Ask and answer questions about the pictures.**

*Example:*

A: Which house do you like best?
B: I like the palace.
A: Why?
B: It's big!

**4** **Read the phrases aloud. Tick(✓) the place where you want your future house to be located and write sentences.**

- ☐ in the countryside
- ☐ in the city
- ☐ in the mountains
- ☐ in space
- ☐ on the ocean
- ☐ on the Moon
- ☐ under the ground
- ☐ by the sea

*Example:*

My future house will be in the mountains.

**5** Game

## OUTSIDE MY WINDOW

In groups, describe to your classmates what you can see outside the window of your future house. Your group tries to guess where your house is located.

*Example:*

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?
B: It's by the sea.
A: Correct!

**a** Ss read the conversation in pairs. Then they read it independently and complete the table. Ask Ss to share their answers before discussing in groups or the whole class.

***Key:***

| | |
|---|---|
| *Type of house:* | *UFO* |
| *Location:* | *in the mountains* |
| *Surroundings:* | *many tall old trees* |
| *Number of rooms:* | *20* |
| *Appliances in the room:* | *a wireless TV / a friendly robot* |

**b** Tell Ss to read the conversation again and find the appropriate information to complete the sentences. Ask them to share their answers in pairs or groups. Practise saying the answers together. Ask Ss to pay attention to the use of *will* and *might*.

***Key:***

1. mountains 2. many tall old trees 3. 20/twenty 4. wireless TV

**2** Ask Ss to read the words, look at the pictures and match them together. Then let Ss ask and answer questions about the pictures. E.g. *What is this? What can you see in Picture …?*

***Key:***

1. c 2. a 3. e 4. b 5. d

**3** **a.** Ask Ss to write the adjectives that can be used to describe the pictures and share the answers in pairs. Then call some Ss to write their answers on the board. Give them some adjectives when necessary (e.g. *big, tall, nice, beautiful, large, comfortable…*).

**b.** Tell Ss to read the conversation in the example. Then ask them to look at each picture and to role-play, using the adjectives in **3a**. Ask some pairs to perform the task in front of the class.

**4** Tell Ss to read the phrases aloud. Let Ss tick the place where they want their houses to be located and tell the group about them, using the structure in the example. T may ask some Ss to write their sentences on the board if there is time.

**5** **Game**

Explain how the game is played: First, ask Ss to read the example. Then, ask them to describe to their classmates what they can see outside the window of their future houses. The group guesses where their houses are located.

Let Ss play the game in groups. Ask some groups to perform the games as a class.

# A CLOSER LOOK 1

## Vocabulary

**1** **Listen and repeat the appliances in the box. Then put them in the appropriate columns. (You may use an appliance more than once).**

| | |
|---|---|
| wireless TV | automatic dishwasher |
| modern fridge | automatic washing machine |
| hi-tech robot | |

| living room | bedroom | kitchen | bathroom |
|---|---|---|---|
| | | | |

**2** **Match the appliances in A with the things they can or might do in B.**

A

1. wireless TV
2. automatic dishwasher
3. modern fridge
4. automatic washing machine
5. hi-tech robot

B

a. look after children
b. cook meals
c. help us watch TV programmes from space
d. wash and dry dishes
e. wash and dry clothes

**3** **Work in pairs. Using the information in 2, ask and answer questions about appliances in the house.**

*Example:*

A: What does a wireless TV do?

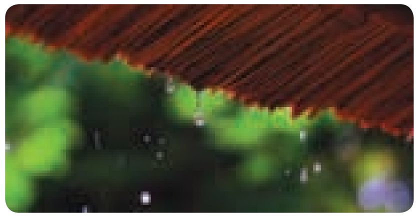
B: It helps us watch TV programmes from space.

## Pronunciation

**/dr/ and /tr/**

**4** **Listen to the chants. Write the words with the sounds /dr/ and /tr/ in the table.**

*Drops of water*
*Little drops of water*
*Drip, drip, drip*
*Dripping from the cottage roof*
*On a rainy day.*



*I'd like to live in the countryside*
*I'd like to travel in a train*
*Along the track*
*I'd like to drive a tractor*
*Through the hay.*



| /dr/ | /tr/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

**5** **Say the words you have written in the table. Pay attention to the sounds /dr/ and /tr/. Can you add some more words?**

# A CLOSER LOOK 1

## Vocabulary

**1** Play the recording and let Ss listen to the words. Play it again with pauses for them to repeat each word. Correct their pronunciation.

Let Ss work in pairs to put the words in the columns. Then check their answers. Explain to Ss that they may use one word more than once.

**Suggestion:**

| living room | bedroom | kitchen | bathroom |
|---|---|---|---|
| wireless TV | wireless TV<br>hi-tech robot | modern fridge<br>automatic dishwasher | automatic washing machine |

T may ask Ss to discuss the difference between 'furniture' and 'appliances'.

**2** Tell Ss to do the task individually. Ss match the appliances in A with the things they can do in B, then write sentences. Call some Ss to write the sentences on the board. T checks their answers. E.g. *A hi-tech robot looks after children.*

***Key:***

1. c 2. d 3. b 4. e 5. a

**3** Ask Ss to read the example first. Tell them to role-play the conversation, using the information in **2**.

## Pronunciation

**4** Play the recording twice. First, allow Ss to listen and repeat the chants sentence by sentence. Help them recognize the two sounds. Let Ss practise the sounds /dr/ and /tr/ together. Ask Ss to observe the T's lip positions for these two sounds.Then, ask them to write the words in the columns. Next, let them check their answers in groups. T may call some Ss to write their answers on the board. Correct their mistakes.

***Key:***

| | | | | |
|---|---|---|---|---|
| Sound /dr/ : drive | drops | drip | dripping | |
| Sound /tr/ : countryside | travel | train | track | tractor |

**5** Let Ss read the words again and ask them to pay attention to the sounds /dr/ and /tr/.

If there is time, let Ss add some more words with the sounds /dr/ and /tr/. Correct their mistakes.

# A CLOSER LOOK 2

## Grammar

***Will* for the future**

We use *will* + *V* to talk about actions we think are likely to happen in the future.

**Affirmative**

**I/we/you/they/he/she/it + *will* + *V***

I *will travel* to the Moon by super car in the future.

We'*ll live* in a comfortable apartment on the Moon.

(*'ll* is the short form of *will*)

**Negative**

**I/we/you/they/he/she/it + *will not* + *V***

We *won't live* in that cottage in the future.

(*won't* is the short form of *will not*)

**Question form**

***Will* + I/we/you/they/he/she/it + *V* ?**

*Will* they *live* on the Moon?

Yes, they *will*./ No, they *won't*.

**1** **Complete the conversation with *will* or *won't*.**



***Tom:*** Professor Lin, may I ask a question? (1) __________ the car of the future run on electricity?

***Professor Lin:*** No, it (2) ________ . It (3) _____ probably use water.

***Tom:*** Sounds great! In what other ways (4) __________ the car of the future be different?

***Professor Lin:*** Instead of keys, we (5) __________ have special cards to start the engine. The cards (6) __________ open the doors. They (7) ______________ control the temperature, but they (8) ________ drive the car.

***Tom:*** So how much (9) ______________ the car cost?

***Professor Lin:*** I don't know, but it (10) _________ be cheap.



# A CLOSER LOOK 2

## Grammar

### *Will* for the future

T explains how *will* + *V* is used *(We use* ***will*** *+* ***V*** *to talk about actions we think are likely to happen in the future)* and how it is formed (*affirmative, negative and question form*). Then let Ss read the examples in the table.

**1** Let Ss read the open dialogue in pairs first. Then ask them to do the task individually. T may call some Ss to say out their answers separately. T gives explanation if necessary.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. Will | 2. won't | 3. will | 4. will | 5. will |
| | 6. will | 7. will | 8. won't | 9. will | 10. won't |

Let Ss read again the complete conversation in pairs. T observes and helps when necessary (corrects Ss' pronunciation & verb forms).

## 2 Match the verbs in A with the nouns in B.

| A | B |
|---|---|
| 1. do | a. meals |
| 2. clean | b. the flowers |
| 3. cook | c. children |
| 4. wash | d. housework |
| 5. water | e. e-mails |
| 6. surf | f. the floors |
| 7. send and receive | g. clothes |
| 8. take care of | h. the Internet |

## 3 What will appliances do in the future? What won't they do? Using the phrases in 2, tell your partner about them.

*Example:*

Robots will cook meals.
Robots won't take care of children.

***Might*** **for future possibility**

We use ***might*** + ***V*** to talk about actions that are possible in the future (we are not sure if they will happen or not).

**Affirmative**
**I/we/you/they/he/she/it + might + V**
We *might have* robots do our housework.
**Negative**
**I/we/you/they/he/she/it + might not + V**
They *might not travel* in cars.

## 4 Listen and read the two poems. Then, decide whether the statements below are T (True) or F (False).



*In the future*
*We might go on holiday to the Moon.*
*We might stay there for a long time.*
*We might have a great time.*
*We might come home soon.*
***Henry, aged 14***

*In the future*
*We might live with robots.*
*They might clean our houses.*
*They might wash our clothes.*
*They might not talk to us.*
***Jenny, aged 13***



1. Jenny thinks we might live with robots. ___T___
2. Henry thinks we might travel to the Moon. ______
3. Jenny thinks robots might not clean our houses. ______
4. Henry thinks we will stay on the Moon for a short time. ______
5. Jenny thinks robots might help us do the housework. ______
6. Henry thinks we might not have a great time on the Moon. ______

## 5 Work in groups. Think about what you might do or have in the future. Share your ideas with your classmates.

*Example:*

I might have a smart phone to surf the Internet.

**2** Allow Ss to match the verbs in **A** with the appropriate nouns in **B**. Call one or two Ss to say out their answers.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ***Key:*** | **1. d** | **2. f** | **3. a** | **4. g** | **5. b** | **6. h** | **7. e** | **8. c** |

**3** Ss work in pairs or groups. Let them think about if the appliances will or won't do the things in the future, using the information in **2**. Then Ss tell their partners about them. T goes round and corrects mistakes or gives help when necessary.

***Might*** **for future possibility**

T explains how *might* + *V* is used *(We use* ***might*** *+* ***V*** *to talk actions that are possible in the future - we are not sure if the actions will happen or not)* and how it is formed (*affirmative, negative*). Then let Ss read the examples in the table.

**4** Play the recording and ask Ss to listen and read the poems, focusing on the rhythm and intonation. Ask Ss to read the poems individually and underline all the phrases *might* + *V*. Let Ss do the task below and share the answers together.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | **2. T** | **3. F** | **4. F** | **5. T** | **6. F** |

**5** Have Ss study the example first. Then, ask them to think about what they might do or have in the future. Finally, Ss share their ideas with their classmates. They may use the ideas in **2** and/or **4**.

# COMMUNICATION

## 1 Game THINGS WE MIGHT DO IN THE FUTURE

**a Write the following phrases on six small pieces of paper.**

| | |
|---|---|
| go to school | take pictures with our cameras |
| have telephones at home | go on holiday to the beach |
| watch new films in the cinema | send postcards to friends |

**b Play the game in groups following the instructions.**

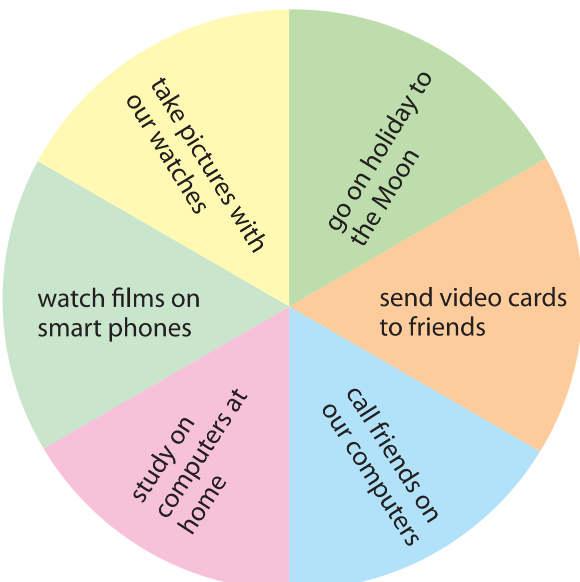
Place six pieces of paper face down. Take turns looking at a piece of paper.

Read the phrase on it. Find the appropriate phrase on the circle below.

Make a sentence about the future using *won't* and *might*

Correct sentence: + 1 point

Incorrect sentence: - 1point




*Example:*

In the future, we won't go on holiday to the beach but we might go on holiday to the Moon.

## 2 Class survey: HOMES IN THE FUTURE

**a Read the questions below. Tick (✓) 'Yes' or 'No'.**

| | ***Yes*** | ***No*** |
|---|---|---|
| 1. Will you live in a hi-tech house? | ✓ | |
| 2. Will your house be in space? | | ✓ |
| 3. Will you have a lot of trees and flowers around your house? | | |
| 4. Will you have a fridge that can cook your meals? | | |
| 5. Will you have a robot that can look after your children? | | |
| 6. Will you have a car to fly into space? | | |

**b Work in pairs. Use the questions in a to interview your partner.**

*Example:*

***You:*** Hi, Nam. Will you live in a hi-tech house in the future?

***Nam:*** Yes, I will.

***You:*** Will your house be in space?

***Nam:*** Oh, no. It won't.

***You:*** So where will it be?

***Nam:*** I'm not sure. It might be by the sea.

**c Tell the class about your interview.**

*Example:*

In the future, Nam will live in a hi-tech house. It won't be in space. It might be by the sea.



## COMMUNICATION

**1** **Game: THINGS WE MIGHT DO IN THE FUTURE**

**a** Preparation: Ss have six pieces of paper on which the phrases are written: *go to school, take pictures with our cameras, have telephones at home, go on holiday to the beach, watch new films in the cinema, send postcards to friends.*

**b** Explain how the game is played: Ss play the game in groups. First, they place six pieces of paper face down. Then, they take turns turning over each piece of paper and read the phrase on it. After that, they find the appropriate phrase on the circle below. Finally, they make a sentence about the future using *won't* and *might* as in the example. Those who make a correct sentence will get one point and those who make an incorrect sentence will have one point subtracted.

**2** **Class survey: HOMES IN THE FUTURE**

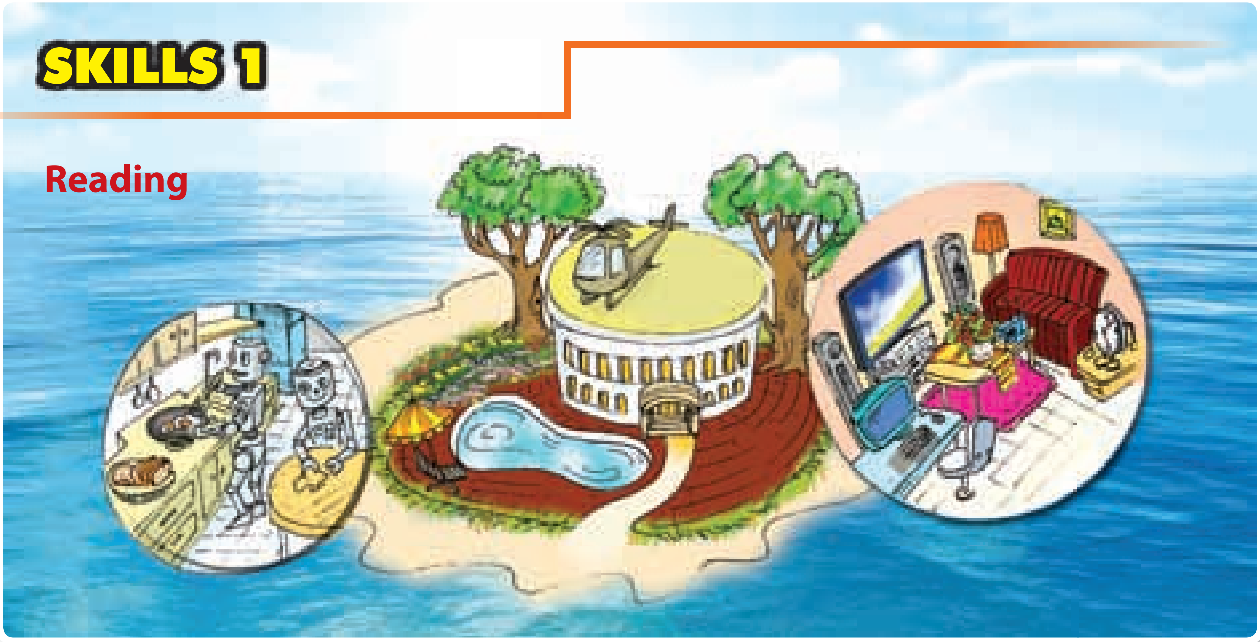
**a** Ask Ss to answer the questions by ticking *Yes* or *No* in the boxes.

**b** Let Ss read the conversation in the example, paying attention to the *Yes* or *No* answers appropriate to the information in **a** and to the structure *might* + *V*. Then ask Ss to use the information from **a** to role-play.

**c** Ask Ss to read the example to understand how to tell the class about the interview in **b**. Let some Ss tell the class about their interviews, using the main information in **b**.

# SKILLS 1

## Reading



**1 Look at the picture and discuss with a partner.**

1. What type of house do you think it is?
2. Where do you think the house is?
3. What can you see around the house?
4. What can you see in the house?

**2 Quickly read the text. Check your ideas from 1.**

**3 Read the text and match the phrases in A with the correct ones in B.**

My future house will be on the ocean. It will be surrounded by tall trees and blue sea. There will be a swimming pool in front and a large flower garden behind the house. There will be a helicopter on the roof so that I can fly to school.

My future house will have solar energy. There will be some robots in the house. They will help me do the housework, such as: cleaning the floors, cooking meals, washing clothes, watering the flowers and feeding the dogs and cats.

I will have a super smart TV in my house. It will help me surf the Internet, send and receive my e-mails, and contact my friends on other planets. It will also help me order food from the supermarket.

| A | B |
|---|---|
| 1. The house will have robots to | a. clean the floors<br>b. contact my friends<br>c. wash clothes<br>d. order food from the supermarket<br>e. cook meals |
| 2. The house will have a super smart TV to | f. send and receive my e-mails<br>g. surf the Internet<br>h. water the flowers |

**4 Read the passage again and answer the questions.**

1. Where will the house be located?
2. What will there be in front and behind the house?
3. Will the house have wind energy?
4. What will the robots do?

## Speaking

**5 Work in pairs. On a piece of paper, draw your future house (don't show your partner). Describe your house to your partner. Your partner will draw the house you describe.**

*Example:*

My house will be on the Moon. It will be large and comfortable.

**6 Work in groups. Draw the appliances in your future bedroom then talk about them to the group.**

*Example:*

I will have a smart phone to talk to my friends on other planets.

## SKILLS 1

### Reading

**1** Ask the class to look at the picture first. Encourage Ss to get the details/ideas of the picture (*type of house, location, surroundings* and *appliances*). Then, tell Ss to work in pairs, asking and answering the questions provided.

**Suggestions:**

1. It's a villa.
2. On the ocean.
3. a helicopter, trees, a garden, a swimming pool, ..
4. Robots in the kitchen, a TV, a computer, a hi-fi stereo, ... in the living room.

**2** Ask Ss to read the text quickly and check their ideas. Set a strict time limit to ensure that Ss will read quickly for the main information.

**3** Ask Ss to read the text again. Help them to understand the text by giving the meaning of the difficult words, or explanations, or the Vietnamese equivalent. Tell them to pay attention to the context of the words/phrases: *will be surrounded by, will help me (to) do, solar energy, surf the Internet, order food from…* Then ask them to match the phrases in A with the correct ones in B.

***Key:*** 1. a, c, e, h, 2. b, d, f, g

**4** Set a longer time limit for Ss to reread the text. Ask Ss to note or underline where they find the information that helps them answer the questions. Ss can compare the answers before discussing them as a class.

***Key:***

1. On the ocean.
2. There will be a swimming pool in front and a large flower garden behind the house.
3. No.
4. They will do the housework (clean the floors, cook meals, wash clothes, water the flowers and feed the dogs and cats).

### Speaking

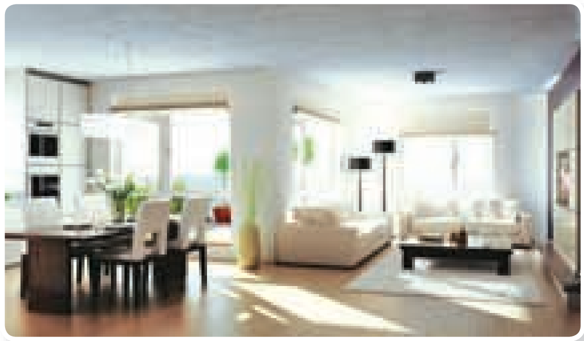
**5** Ask Ss to work in pairs and follow the instructions. Once Ss have drawn their future house, let them read the example and do the task. T goes round and corrects mistakes or gives help when necessary. T may call some Ss to perform the task in front of the class.

**6** Allow students time to draw the appliances in their future rooms/houses. Let Ss discuss their work as given in the example. When they finish, ask some Ss to speak in front of the class, the class gives their comments on their classmates' content, pronunciation, fluency, language (*grammar, use of words …*). T can help the class give feedback.

# SKILLS 2

## Listening

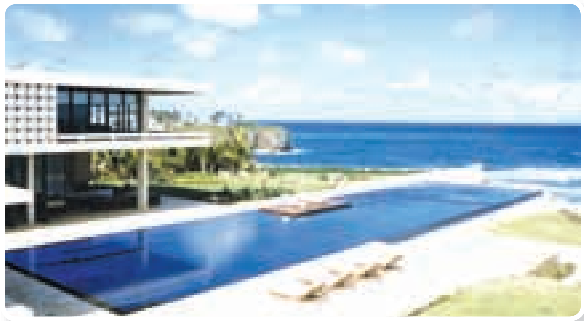
**1** **Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.**



.....................................................................



.....................................................................



.....................................................................

**2** **Listen to the conversation again. What is important to Nick? What is important to Linda? Tick (✓)the columns.**

| | Linda | Nick |
|---|---|---|
| 1. park view | | |
| 2. city view | | |
| 3. sea view | | |
| 4. swimming pool | | |
| 5. garden | | |
| 6. cable TV | | |
| 7. quiet | | |

## Writing

**3** **Work in pairs. Discuss the following ideas about your dream house.**

1. What type of house it is
2. Where it is located
3. What it looks like
4. What surrounds it
5. What appliances it has

**4** **Now fill in the table about your dream house.**

| | |
|---|---|
| **Type of house** | |
| **Location** | |
| **Number of rooms** | |
| **Surroundings** | |
| **Things in the house and what they will/might do for you** | |

**5** **Use the information in 4 to write about your dream house.**

## SKILLS 2

### Listening

**1** Ask Ss to look at the pictures and give the details (*types of house, surroundings and locations*). Ask them to focus on the task they have to do. Play the recording once. Ask Ss to listen and write the speakers' names under the correct pictures.

| | | |
|---|---|---|
| ***Key:*** | *Linda:* | Picture 3 (villa by the sea, with a swimming pool and a garden) |
| | *Nick:* | Picture 2 (apartment in the city) |

***Audio script:***

*Nick:* Can you tell me about your dream house, Linda?

*Linda:* Well, my deam home is a big villa near the coast with a great view of the sea. It has a swimming pool, and it has a garden too.

*Nick:* What kind of garden?

*Linda:* A flower garden, you know. And my dream house will be a quiet one. You see, no noise.

*Nick:* My dream house is completely different.

*Linda:* Really? What is it like?

*Nick:* It's an apartment in the city. And it has a super cable TV so I can watch films from other planets.

*Linda:* Oh, that sounds great!

*Nick:* And I don't need a yard or a garden. In front of the house I want it to have a nice park view, and at the back, I want it to have a great city view.

*Linda:* That sounds interesting too. But I think it'll be...

**2** Ask Ss to look at the information in the first column. Play the recording again. Ask Ss to listen and tick what are important to Linda and Nick. T may call some Ss to give the answers to the class and correct the mistakes where necessary.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | *Linda:* | **3.** sea view | **4.** swimming pool | **5.** garden | **7.** quiet |
| | *Nick:* | **1.** park view | **2.** city view | **6.** cable TV | |

### Writing

**3** Ss discuss their dream houses, using the suggested ideas. E.g. Student 1: *What type of dream house is it?* Student 2: *It's a villa.* Student 1: *Where is it located?* Student 2: *It's by the sea. …*

**4** Ask Ss to fill in the table, using the main information they have discussed in **3**.

**5** Allow Ss time to write about their dream houses, using the suggested ideas/ information in **3** and **4**. T reminds Ss to use *will* + *V* and *might* + *V*. When they finish, ask some Ss to talk about their dream houses to the class. The class can give their comments.

# LOOKING BACK

## Vocabulary

**1 Using the words in the box, write the correct word under each picture.**

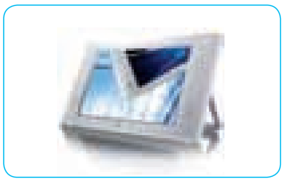
| | |
|---|---|
| robot | hi-tech fridge |
| smart clock | automatic dishwasher |
| wireless TV | automatic washing machine |



a. ____________________



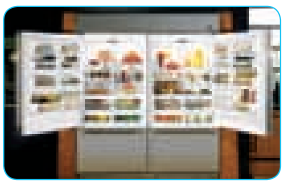
b. ____________________



c. ____________________



d. ____________________



e. ____________________



f. ____________________

**2 Think about what the appliances will do in the future.**

| | |
|---|---|
| 1. robot | *clean our houses, wash our clothes* |
| 2. automatic washing machine | ____________________ ____________________ |
| 3. wireless TV | ____________________ |
| 4. super car | ____________________ |
| 5. smart clock | ____________________ |
| 6. automatic dishwasher | ____________________ |

## Grammar

**3 Complete the sentences with *will* or *won't*.**

1. It's Sunday tomorrow, so I ____________ have to get up early.
2. When I see Tom tomorrow, I ________ invite him to our party.
3. You must meet Anna. I am sure you ___________ like her.
4. We __________ start our dinner until Jack arrives.
5. I ________________ phone you when I get home from school.
6. Tony __________ pass his examination. He hasn't done any work for it.

**4 Complete the sentences with *might* or *might not*.**

1. I am still not sure where to go for my holiday. I _____ go to Da Lat.
2. The weather is not very good. It _____ rain this afternoon.
3. There _____ be a meeting on Friday because the teacher is ill.
4. Ann _____ come to the party tonight because she is busy.
5. Phong is thinking about what he will do on Sunday. He _____ go to a judo club or he _____ stay at home and study English.

## Communication

**5 Work in pairs. Using the information in 2, ask and answer the questions.**

*Example:*

1. A: Will robots clean your house in the future?
   B: Yes, they will.
2. A: Will super cars run on water in the future?
   B: No, they won't.

| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use words for types of houses and appliances | | | |
| • use *will* to talk about the future and *might* about future possibilty | | | |
| • talk about your dream house | | | |

## LOOKING BACK

Encourage Ss not to refer to the unit pages. Ask them to keep a record of their answers to each task so that they can use their information to complete the self-assessment box at the end of the unit.

### Vocabulary

**1** Tell Ss to write the words that match the pictures and compare their answers with a partner. Ask some Ss to read the words aloud. Then T checks their answers.

***Key:***
- a. robot
- b. automatic dishwasher
- c. wireless TV
- d. automatic washing machine
- e. modern fridge
- f. smart clock

**2** Have Ss write their answers in their notebooks.

### Grammar

**3, 4** Ask Ss to do these exercises individually first. Then, they can check their answers with a partner before discussing them as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can...* statement.

***Key:***

| | | | | | | |
|---|---|---|---|---|---|---|
| **3** | 1. won't | 2. will | 3. will | 4. won't | 5. will | 6. won't |
| **4** | 1. might | 2. might | 3. might not | 4. might not | 5. might, might | |

### Communication

**5** Ss read the conversation in the example. Then role-play, using the information in **2**. If there is time, have Ss write one of the conversations in their notebooks.

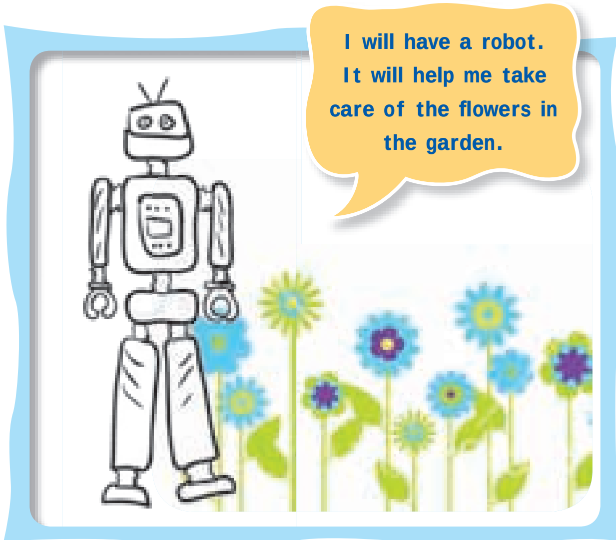
### Finished!

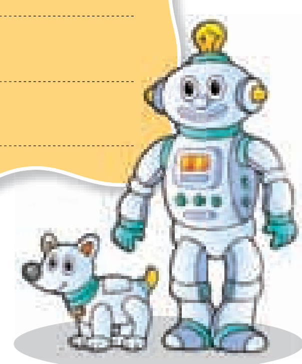
Finally, ask Ss to complete the self-assessment. Identify any difficulties or weak areas and provide further practice.

# PROJECT

# MY FUTURE APPLIANCE

**Think about an appliance you would like to have in the future. Make a poster for your future appliance. Write details about the appliance on the poster. Share your poster with the class.**





## PROJECT
## My future appliance

Show the class how to do the project: Ask Ss to look at the poster and read the description of what the appliance will do in the future.

Have Ss think of an appliance they would like to have in their future houses. Let them have time to make their own posters (draw the appliance and write what it will or might do) and share their posters with a partner. T may select and show some good posters in front of the class.

# Unit 11 OUR GREENER WORLD

## GETTING STARTED

### Let's 'go green'!



**THIS UNIT INCLUDES:**

**VOCABULARY**
Things that can be reduced, reused and recycled
Environmental problems and their effects

**PRONUNCIATION**
Sounds: /ɑ:/ and /æ/

**GRAMMAR**
Conditional sentences - type 1

**COMMUNICATION**
Talking about ways to 'go green'

**1 Listen and read.**

***Mi:*** Hi, Nick.

***Nick:*** Hello, Mi.

***Mi:*** You've bought a lot of things.

***Nick:*** Yes. We're going on a picnic tomorrow. What are you doing at the supermarket Mi?

***Mi:*** I am buying a loaf of bread. Hey, what's this?

***Nick:*** It's a reusable shopping bag.

***Mi:*** Do you always use it?

***Nick:*** Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.

***Mi:*** I see. I'll buy a bag for my mum. Where can I buy it?

***Nick:*** They sell a lot of these bags at the check-out.

***Mi:*** Thanks. Are they expensive?

***Nick:*** Not at all. By the way, you're also 'green'. You're cycling.

***Mi:*** You're right. If more people cycle, there will be less air pollution. Right?

***Nick:*** Yes. Oh, look, it's five o'clock already. I have to go now. We have a lot to prepare for the picnic. See you later.

***Mi:*** See you, Nick. Have a nice time tomorrow! Bye.

**Objectives:**

**By the end of this unit, students can:**

- pronounce the sounds /ɑ:/ and /æ/ correctly in isolation and in context
- use the lexical items related to the topic *'Our Greener World'*
- use conditional sentences - type 1 correctly and appropriately
- talk about ways to 'go green'
- read for specific information about tips on how to be 'green'
- listen to get specific information about ways to make the school a 'green' place
- write a paragraph about ways to make the school a 'green' place

## Introduction

Review the previous unit before Ss open their books. Write 'Our Greener World' on the board. Ask Ss what 'green' means to them. Write their answers on the board. Explain that 'green' has a lot of meanings. In this unit it means relating to the protection of the environment. Write "Let's 'go green'!" on the board and elicit the meaning of 'go green' from Ss . Tell Ss that 'go green' means: to do more to protect nature and the environment. Let Ss open their books and start the lesson.

## GETTING STARTED

### Let's 'go green'!

**1** Ask Ss to look at the picture on Page 44 and answer the questions below:

**1.** Who are they?

**2.** Where are they?

**3.** What might they be talking about?

Quickly write Ss' answers to question 3 on the board. Play the recording. Ss listen and read. Ask Ss if their guesses on the board are correct.

**a** **Read the conversation again and complete the following sentences. Use no more than three words in each blank.**

1. Nick is going ______ tomorrow.
2. The green shopping bag is ______. The materials of the bag are ______.
3. People can buy the bag at ______.
4. Mi wants to buy ______ bag for her mum.
5. Nick thinks that Mi's 'green' because she's ______.

**b** **Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.**

| A | B |
|---|---|
| 1. The reusable bag is better | a. they will help the environment. |
| 2. There will be less air pollution | b. than the plastic bag. |
| 3. If people use reusable bags for shopping, | c. if more people cycle. |

**c** **Find these expressions in the conversation. Check what they mean.**

1. I see 2. By the way 3. Not at all

**d** **Fill each blank with a suitable expression.**

1. **A:** It works like this.
   **B:** Oh, ______.
2. **A:** Are you tired?
   **B:** ______.
3. **A:** What are you going to do this weekend?
   **B:** I'm going to a birthday party. ______, what do you think about this dress?



**2** **There are a lot of environmental problems today. Write each problem in the box under the picture.**

air pollution water pollution deforestation
noise pollution soil pollution


1. ______

2. ______

3. ______

4. ______

5. ______

**3** **Now listen, check and repeat the answers.**



**Watch out!**
**To express effects we can use the structures 'to make sth/sb do sth' or 'to cause sth'.**

**4** **Match the causes in column A with the effects in column B.**

| A | B |
|---|---|
| 1. Air pollution | a. causes floods. |
| 2. Water pollution | b. causes breathing problems. |
| 3. Soil pollution | c. causes hearing problems. |
| 4. Noise pollution | d. makes fish die. |
| 5. Deforestation | e. makes plants die. |

**5** **Game: Which group is the winner?**

1. Make groups of six.
2. As a class, choose one environmental problem in **2**.
3. In five minutes, write down as many effects of the problem as possible.
4. After five minutes, one member from each group runs quickly to the board and writes the effects.
5. The group with the most effects wins!

**a.** Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board.

***Key:*** **1.** on a picnic **2.** reusable; natural **3.** the check-out
**4.** a/ a reusable **5.** cycling

**b.** First, ask Ss to read column A and B to make sure they understand. Ask Ss to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.

***Key:*** **1.** b **2.** c **3.** a

**c.** Ss read the conversation again to find the expressions. Ask Ss to guess the meaning of each expression. Explain the meaning if necessary.

***Key:***
**1.** I understand.
**2.** used to introduce a new subject for consideration or to give further information
**3.** used to say 'no' or 'not' strongly (can also be used to mean 'no problem'.)

**d.** Ss work in pairs to put a suitable expression in each blank and then practise the conversations. Check Ss' answers by asking some pairs to act out the conversations.

***Key:*** **1.** I see **2.** Not at all **3.** By the way

**2** Tell Ss that in the box there are some environmental problems. Make sure that Ss understand the meaning of each problem. Ss look at the five pictures and tell T what they can see in each picture. Then, Ss do this exercise individually then compare their answers with a classmate. Ss give T their answers. Write Ss' answers on the board without saying if their answers are correct.

***Key:***
**1.** soil pollution **2.** deforestation **3.** water pollution
**4.** noise pollution **5.** air pollution

**3** Play the recording for Ss to listen, check and repeat their answers.

**4** Ask Ss to read the 'Watch out' box, T gives examples of the two structures. If time allows, have some Ss give their own examples.

Ss work in pairs to complete this exercise. Check the answers with the whole class. Confirm the correct answers. After that, ask some Ss to read the sentences aloud.

***Key:*** **1.** b **2.** d **3.** e **4.** c **5.** a

**5** Ask Ss if they understand the steps in the book. Ss work in groups of six and follow the steps. If there are too many Ss in one class, T may give each group a large sheet of paper and ask Ss to write down the effects in five minutes. After five minutes, Ss stick their answers on the board or on the wall. The group with the most effects wins.

After checking the answers, T has Ss make at least five sentences with five effects. Ss have to use the structures in Activity 4 in their sentences.

# A CLOSER LOOK 1

## Vocabulary

**1** **The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A, to the matching word in column B, and meaning in column C.**

| A | B | C |
|---|---|---|
|  | Reduce | using something again |
|  | Reuse | creating new products from used materials |
|  | Recycle | using something less |



**Watch out!**
**Can you tell the difference between recycling and reusing?**

**2** **Write a word in the box under each picture.**

| | | |
|---|---|---|
| rubbish | water | plastic bottle |
| clothes | bulb | paper |
| glass | can | |
| noise | plastic bags | |



1. ____________



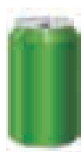
2. ____________



3. ________



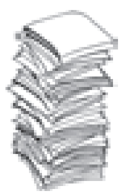
4. ________



5. ________



6. ________



7. ________



8. ________



9. ____________



10. ____________

**3** **Put the words from 2 into groups. One word can belong to more than one group.**

| Reduce | Reuse | Recycle |
|---|---|---|
| | | |



**Can you add more words to each group?**

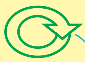
**4** **Listen to the 'Three Rs' song, and then sing along.**

*Reduce, reuse, recycle*
*Recycle, recycle*
*Reduce, reuse, recycle*
*It's so so simple*
*Just reduce the noise*
*And reuse old bottles*
*Recycle broken glass*
*It's so so simple*

## A CLOSER LOOK 1

### Vocabulary

**1** Have Ss read the information in the table and draw a line from a symbol in column A to the matching word in column B and meaning in column C. Ss work in pairs to compare their answers before giving T the answers. Check and write the correct answers on the board.

| A | B | C |
|---|---|---|
|  | Reduce | using something again |
|  | Reuse | creating new products from used materials |
|  | Recycle | using something less |

Elicit the difference between 'recycling' and 'reusing' from Ss. Explain the difference between these two terms again if necessary:

+ Recycling means reprocessing an old item such as a newspaper, a glass or a can and turning it into a new product. For example, used paper is brought to a factory where it is reprocessed, cleaned and purified. This paper is then used to make new things such as books or newspapers.
+ Reusing means avoiding the reprocessing procedure. It is when people use something over and over again until it cannot be used any more. For example, a used plastic bottle can be used again as a flower vases, or a butter container can be used to grow a small plant.

**2** Ss work in pairs to do this activity. Call on Ss from different pairs to go to the board and write the words. This activity can also be organised as a competition. Whichever pair finishes the activity first will be the winner and can go to the board to write their answers.

***Key:***

| | | | | |
|---|---|---|---|---|
| **1.** rubbish | **2.** plastic bags | **3.** glass | **4.** plastic bottle | **5.** can |
| **6.** noise | **7.** paper | **8.** bulb | **9.** water | **10.** clothes |

**3** In pairs, Ss put the words from **2** in appropriate groups. Draw the table on the board and call three Ss to go to the board and write their answers. One word can belong to more than one group.

| Reduce | Reuse | Recycle |
|---|---|---|
| rubbish, plastic bags, noise, plastic bottle, paper, water | plastic bags, glass, plastic bottle, can, paper, bulb, water, clothes | rubbish, plastic bags, glass, plastic bottle, can, paper, bulb |

Elicit some more words for each group from Ss. Here are some suggested words:

- Reduce: electricity, gas
- Reuse: envelope, carton box, old textbook
- Recycle: newspaper, textbook, plastic container

**4** Play the recording for Ss to listen to the song. Play the recording again for Ss to sing along. Ask some Ss to sing the song.

## Pronunciation

*/ :/ and /æ/*

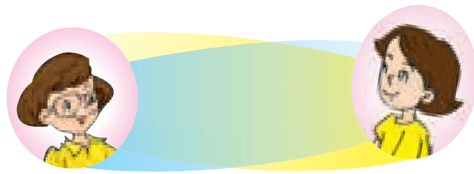
**5 Listen and repeat. Pay attention to how the underlined part is pronounced.**

| | | | | |
|---|---|---|---|---|
| fast | had | bag | plastic | glass |
| apple | dance | answer | activity | afternoon |

**6 Listen again and put the words in the correct column.**

| / :/ | /æ/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

**7 Read the conversation. Write /a:/ or /æ/ below each underlined letter.**



*Vy:* What do these three Rs stand for, Mi?

*Mi:* They stand for reduce, reuse and recycle.

*Vy:* Our class is organising a writing contest. We have to write about the environment.

*Mi:* I see. Why don't you write about the three Rs?

*Vy:* That's a good idea. I will ask my father for ideas.

*Mi:* Yes. He works at the Green Company, so he'll give you a lot of information.

**8 Listen to the conversation and check your answers. Practise the conversation with a classmate.**

# A CLOSER LOOK 2

## Grammar

### Conditional sentences - type 1

**1 Listen again to part of the conversation from *Getting Started*. Pay attention to the conditional sentences - type 1.**

*Nick:* Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.

*Mi:* I see. I'll buy a bag for my mum. Where can I buy it?

*Nick:* They sell a lot of these bags at the check-out.

*Mi:* Thanks. Are they expensive?

*Nick:* Not at all. By the way, you're also 'green'. You're cycling.

*Mi:* You're right. If more people cycle, there will be less air pollution. Right?



The conditional sentences - type 1 describes a thing which is possible and likely to happen in the present or the future.

If + subject + V (present simple),
If-clause

subject + will/won't + V (base form)
main clause

*Example:* *If* you *use* less paper, you *will save* a lot of trees.

**Watch out!**
**The *main clause* can come before *or* after the *if-clause*.**

## Pronunciation

**5** Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary.

***Audio script:***

fast had bag plastic glass apple dance answer activity afternoon

**6** Play the recording again. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks the answers with the whole class.

***Key:***

| /a:/ | /æ/ |
|---|---|
| fast, plastic, glass, dance, answer, afternoon | had, bag, apple, activity |

Ask Ss to give more examples for each group. Suggested words are:

***/a:/***: last, staff, half
**/æ/**: fan, hand, understand, tap, can

**7** Ss do this exercise individually first then compare their answer with a partner. Check Ss' answers.

***Key:*** ***/a:/***: class, ask, father
**/æ/**: stand, have, that

**8** Play the recording and pause after each word which has the underlined ***a*** for Ss to check their answers. Play the recording again for Ss to repeat each line of the conversation. Ss work in pairs to practise the conversation. Call on some pairs to act out the conversation. Enconrage them not to look at the book.

***Audio script:***

*Vy:* What do these three Rs stand for, Mi?
*Mi:* They stand for reduce, reuse and recycle.
*Vy:* Our class is organising a writing contest. We have to write about the environment.
*Mi:* I see. Why don't you write about the three Rs?
*Vy:* That's a good idea. I will ask my father for ideas.
*Mi:* Yes. He works at the Green Company, so he'll give you a lot of information.

# A CLOSER LOOK 2

## Grammar

### Conditional sentences - type 1

**1** Ask Ss to read the conversation on page 47 while Ss listen to this part. Draw their attention to the two conditional sentences - type 1. Elicit the form from Ss. Now Ss can have a closer look at the Grammar box. Explain to them that when the main clause comes before the *if* clause, there isn't a comma between the two clauses.
Give some more examples with the conditional sentences - type 1.

***Audio script:***

*Nick:* Yes, I do. It's better than a plastic one because it's made of natural materials. If we all use this kind of bag, we'll help the environment.
*Mi:* I see. I'll buy a bag for my mum. Where can I buy it?
*Nick:* They sell a lot of these bags at the check-out.
*Mi:* Thanks. Are they expensive?
*Nick:* Not at all. By the way, you're also 'green'. You're cycling.
*Mi:* You're right. If more people cycle, there will be less air pollution. Right?

## 2 Write the correct form of each verb in brackets.



1. If it (be) ______ sunny next week, we (plant) ______ the vegetables.
2. If we (recycle) ______ more, we (help) ______ our Earth.
3. We (save) ______ a lot of trees if we (not waste) ______ so much paper.
4. More people (have) ______ fresh water if we only (use)______ the water we need.
5. If the river (not be) _____ dirty, there (be) ______ more fish.

## 3 Match an *if-clause* in column A with a suitable *main clause* in column B.

| A | B |
|---|---|
| 1. If people have a shower instead of a bath, | a. you'll remember the answer. |
| 2. If she likes this 'green' shopping bag, | b. the air won't be so polluted. |
| 3. If we plant more trees, | c. they will save a lot of water. |
| 4. If you are patient, | d. what will you do? |
| 5. If you see someone throw rubbish on the road, | e. I'll buy one for her. |

## 4 Combine each pair of sentences below to make a conditional sentence - type 1.

1. We pollute the air. We have breathing problems.
2. People pollute the water. A lot of fish die.
3. We cut down trees in the forest. There are more floods.
4. The soil is polluted. Plants die.
5. There is noise pollution. People and animals have hearing problems.

## 5 Use your own ideas to complete the sentences below. Share your sentences with a classmate. Do you have the same sentences?

1. If you walk to school, ______________________ ______________________.
2. If you use recycled paper, ______________________ ______________________.
3. If the Earth becomes hotter, ______________________ ______________________.
4. If parents teach their children about the three Rs, ______________________.
5. If you want to save a lot of electricity, ______________________ ______________________.

## 6 Fun matching



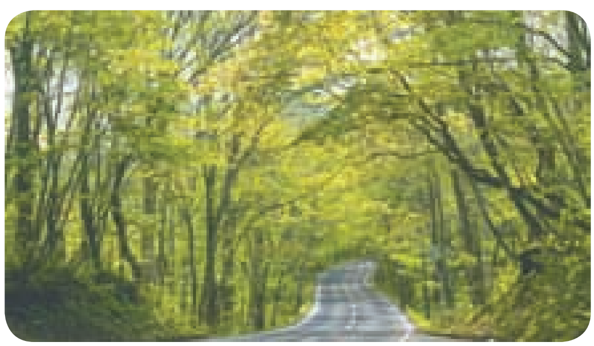
Work in two big groups, A and B.

Group A secretly write five *if*-clauses on a sheet of paper.

Group B secretly write five main clauses on another sheet of paper.

Match the *if*-clauses with the main clauses.

Do they match? Are there any funny sentences?



**2** Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers.

***Key:***

| | | |
|---|---|---|
| **1.** is; will plant | **2.** recycle; will help | **3.** will save; don't waste |
| **4.** will have; use | **5.** isn't/is not; will be | |

**3** Ss do this exercise individually, then compare their answers with a classmate. Call on some Ss to read out the sentences.

***Key:***

| | | | | |
|---|---|---|---|---|
| **1.** c | **2.** e | **3.** b | **4.** a | **5.** d |

**4** If necessary, T can combine the first pair of sentences as an example. Have Ss do this exercise in pairs. Ask some Ss to write their sentences on the board. Ask for feedback from other Ss. Confirm the correct answers.

**1.** If we pollute the air, we will have breathing problems.

**2.** If people pollute the water, a lot of fish will die.

**3.** If we cut down trees in the forest, there will be more floods.

**4.** If the soil is polluted, plants will die.

**5.** If there is noise pollution, people and animals will have hearing problems.

**5** Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for comments. Correct any mistakes. Here are the suggested sentences:

**1.** If you walk to school, you will help reduce air pollution.

**2.** If you use recycled paper, you will save trees.

**3.** If the Earth becomes hotter, the sea level will rise.

**4.** If parents teach their children about the three Rs, children will help the environment.

**5.** If you want to save a lot of electricity, you will have to turn off all the lights before going out.

**6** T divides the class into groups (A and B) and gives each group a strip of paper. Ss from group A write an *if-clause*. Ss from group B write a *main clause*. After 5 minutes Ss try to make a sentence by matching the clauses on their strip of paper with a clause from the other group.

# COMMUNICATION

**1** **The 3Rs Club in your school is doing a survey on how 'green' the students are. Help them answer the following questions.**

## Extra vocabulary

| | | |
|---|---|---|
| do a survey | recycling bin | wrap |
| be in need | breeze | invite |

# 3Rs Club

## SURVEY

## How 'Green' Are You?

**Answer the questions by choosing A, B, or C.**

1. **If you find a beautiful old glass, you will ...**
   A. throw it away because you don't need it.
   B. decorate it to make a flower vase.
   C. use it to keep pencils in.
2. **If you have a sheet of paper how often will you write on both sides?**
   A. Sometimes.
   B. Never.
   C. Always.
3. **When you finish a can of cola, you will ...**
   A. throw it on the road.
   B. put it in the recycling bin.
   C. throw it in the nearest bin.
4. **If you bring your lunch to school, you will ....**
   A. take food wrapped in a lot of packaging.
   B. put the food in a reusable box.
   C. wrap the food in a plastic bag.
5. **If you have a lot of old clothes, how often will you give them to those in need?**
   A. Sometimes.
   B. Never.
   C. Always.
6. **If it is hot in your room, you will ...**
   A. open the fridge and stand in front of it.
   B. go outside and enjoy the breeze.
   C. turn on both the fan and the air conditioner.
7. **When you go out of the bedroom, you will ...**
   A. turn off your computer and all the lights.
   B. turn off the lights.
   C. leave the computer and the lights on.
8. **If you are invited to a birthday party one kilometre from your house, you will ...**
   A. walk there.
   B. ask your parent to drive you there.
   C. cycle there.

*Now compare your answers with those on page 57 and count the points.*

**2** **Interview a classmate. Compare his/her answers with yours. How many different answers have you got?**

Report your classmate's answers to the class.



**3** **Work in groups. Think of two more questions to add to the survey.**

Share your group's questions with the class. Vote for the best questions.

## COMMUNICATION

Review the grammar points that may be used in this lesson. Some grammar points are: conditional sentences - type 1 and questions to ask about frequency (How often…?).

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. Ask Ss to underline the extra vocabulary words as they read the text.

*Do a survey: ask people questions in order to find out about their opinions or behaviour*

*Recycling bin: a container for waste that will be recycled, for example, paper or glass*

*Wrap: cover or surround something with paper, cloth or other material*

*Be in need: not have enough food, money, clothes, etc.*

*Breeze: a light and pleasant wind*

*Invite: formally ask somebody formally to go somewhere or do something*

**1** Have Ss read the questions quickly and make sure that they know what to do. Ss answer the questions individually, then turn to page 53 to check their answers and count the points. Ask some Ss to speak out the points they received.

**2** Ss work in pairs. One student is the interviewer, and the other is the interviewee. Ask Ss to do the interview in about 7 minutes and to note down their friends' answers. The interviewers then share their answers with their friends and find out how many different answers they have. Call on some Ss to report the results of their interview to the class.

**3** Ss work in groups. Give each group a large piece of paper. Ss have to write two more questions on this paper. When the time is up, ask the groups to stick their questions on the board or on the wall. Read the questions out aloud. Ask Ss for comments on the questions. Give feedback on the questions. Finally, the class votes for the best questions.

# SKILLS 1

## Reading

**Read the 3Rs Club poster about tips to become 'green'.**

# 3Rs Club

**If you follow the tips below, you will become 'greener'.**

1. Talk to teachers at school about putting recycling bins in every classroom.
2. Reuse your plastic bags.
3. Use refillable pens and pencils.
4. Use reuseable water bottles instead of plastic ones.
5. Give last year's clothes to charity instead of throwing them away.
6. Swap your clothes with your friends or cousins.
7. Grow your own vegetables.
8. Turn the tap off when you brush your teeth or wash the dishes.
9. Walk more.
10. Find creative ways to reuse old items before throwing them away.

**1 Find these words or phrases in the text and underline them.**

recycling bins
charity
swap
creative
reusable

**2 Match the words with their meanings.**

| | |
|---|---|
| creative | give something to a person and receive something from him/her |
| charity | can be used again |
| swap | containers for things that can be recycled |
| reusable | giving things to people in need |
| recycling bins | unique and interesting |

**3 Answer the questions.**

1. What will you try to put in every classroom?
2. What can you do with your old clothes?
3. What kind of pens and pencils should you use?
4. How can you save water?
5. If you bring water bottles to a picnic, what type of bottles should you bring?

## Speaking

**4 Work in groups.**

Do you think you can follow the tips for 'going green'? Discuss with your group and put the tips in order from the easiest to the most difficult.

**Can you add more tips to the list?**



**5 The last tip tells you to find creative ways to reuse items before throwing them away. Can you think of any creative ways to reuse:**

a. old envelopes?
b. used water bottles?
c. used books?







## SKILLS 1

### Reading

Tell Ss that they are going to read some tips that can help them to become 'green'.

**1** Ask Ss to read the tips quickly and locate the words/phrases in the text.

**2** Ss do this exercise individually and then compare their answers with a classmate. Ask for Ss' answers. Confirm the correct answers. Ask Ss to give some examples with the words/phrases.

| | |
|---|---|
| creative | give something to a person and receive something from him/her |
| charity | can be used again |
| swap | containers for things that can be recycled |
| reusable | giving things to people in need |
| recycling bins | unique and interesting |

**3** Ss read the tips again to answer the questions. Ss can underline parts of the text that helped them with the answers. Set a strict time limit to ensure Ss read quickly for information.

Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

1. Recycling bins.
2. Give them to charity or swap them with your friends or cousins.
3. Refillable ones.
4. Turn the tap off when brushing your teeth or washing the dishes.
5. Reusable water bottles.

### Speaking

**4** Ss work in groups to discuss if they can follow the tips in the reading part and give out the reasons for their answers. Ss discuss and put the tips in order from the easiest to the most difficult. They also think of ways to explain the reasons for their order. Ask a member from several of the groups to write their groups list on the board. Hold a class discussion about the lists. Accept different answers as long as the groups can give out their reasons.

Elicit some other tips from Ss and quickly write them on the board. Ss give comments on the tips.

**5** Ss work in groups and find creative ways to reuse the items indicated in the book. This activity can be organized as a competitive game. Give the groups 8 minutes to list out the ways to reuse the items creatively. When the time is up, each group will present their answers. The group having the most creative ways wins.

# SKILLS 2

## Listening

3Rs Club

# A NEW PRESIDENT WANTED



★ Are you creative?

★ Do you want our school to be a 'green' place?

★ What will you do if you become the president?

★ Raise your voice and become our president!!!

**1** **The 3Rs Club is looking for a new president. Listen to two students talking about what they will do if they become the president of the club. Put the words or a number in each blank to complete the table.**

| Name |  Mi |  Nam |
|---|---|---|
| Class | (1)______ | (5)______ |
| Idea 1 | Put a (2)______ bin in every classroom | Encourage students to use the (6)______ |
| Idea 2 | Buy energy- (3)______ | Have a (7)______ group |
| Idea 3 | Have (4)______ fairs | Organize (8)______ fairs |

**2** **Tick (✓) True (T) or False (F).**

| | T | F |
|---|---|---|
| 1. Mi thinks they can use the club fund to buy light bulbs for classes. | ☐ | ☐ |
| 2. At book fairs, students can swap their new books. | ☐ | ☐ |
| 3. Nam thinks that it will be good if students go to school by bus. | ☐ | ☐ |
| 4. Students can grow vegetables in the school garden. | ☐ | ☐ |
| 5. Used uniforms can be exchanged at uniform fairs. | ☐ | ☐ |

## Writing

**3** **Interview a classmate. Ask him/her what three things he/she will do are if he/she becomes the president of the 3Rs club. Take notes below.**

Name ..........................................

Idea 1 ..........................................

Idea 2 ..........................................

Idea 3 ..........................................



**Study Skill - Writing!**

Connectors are phrases or words used to link one idea to another. There are many kinds of connectors. *Firstly, secondly, next, then, finally*, etc., are used to show a sequence.

**4** **Write about your classmate's ideas in 3. Do you think your classmate will be a good club president?**

1. His/her name and class
2. Idea 1 + explanation/examples
3. Idea 2 + explanation/examples
4. Idea 3 + explanation/examples
5. Will he/she be a good club president?

..........................................

..........................................

..........................................

..........................................

## SKILLS 2

### Listening

Tell Ss that the 3Rs Club is looking for a new president. Quickly elicit the necessary qualities of the club president from Ss and write them on the board. Have Ss read the advertisement for this position. Ask them what they will do if they become the club president.

**1** Ss read the rubric of the first activity. Have Ss guess the word/ number to fill in each blank and write their guesses on the board. Play the recording and ask Ss to listen to check their guesses. Ss work in pairs to compare their answers before T plays the recording the second time for pairs to check their answers.

Ask for Ss' answers and write them on the board next to their guesses.

| *Key:* | **1.** 6A | **2.** recycling | **3.** saving lights | **4.** book |
|---|---|---|---|---|
| | **5.** 6E | **6.** bus | **7.** gardening | **8.** uniform |

***Audio script:***

***Mi:*** I'm Mi from class 6A. If I become the president of the 3Rs Club, firstly, I'll talk to my friends about putting a recycling bin in every classroom. Then we can reuse or sell the things we have in these bins. Secondly, if we get a lot of money from selling these things, we'll buy energy-saving lights for every class. Finally, I'll organize a few book fairs. There, students can swap their used books.

***Nam:*** I'm Nam from class 6E. If I become the president of the Club, I'll encourage the students to go to school by bus. It'll be fun and save the environment. Next, I will set up a gardening group. We can grow flowers in our school garden. Finally, I'll organize some uniform fairs. There, students can swap their used uniforms with younger or older students.

**2** Ss read the statements in exercise 2 and tick T or F at the end of each statement without listening to the recording. If they have any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before giving T the answers. Write Ss' answers on the board.

| *Key:* | **1.** F | **2.** F | **3.** T | **4.** F | **5.** T |
|---|---|---|---|---|---|

Play the recording one last time to confirm the answers for both exercises 1 and 2.

### Writing

In this writing part, Ss are asked to write a paragraph about a classmate's ideas if he/she becomes the president of the club.

Ask Ss to read the Study Skills box. T may explain the use of connectors to show sequence by referring to the listening.

**3** Ss work in pairs and interview each other to find out the three things they will do if they become the club president. Ask Ss to take notes about each other's ideas. Ask Ss to expand their ideas by explaining the idea or giving examples. If time allows, have some Ss present their friend's ideas or write the ideas on the board.

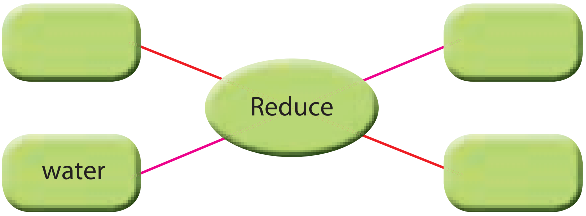
**4** Ss write their paragraph individually based on the suggestions in the book. If time allows, ask one student to write the paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home.

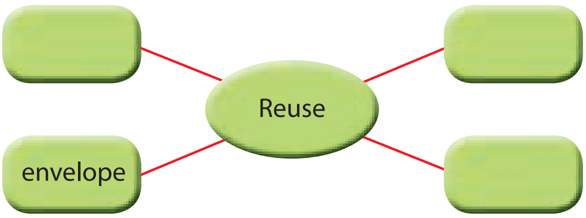
Alternatively, ask Ss to work in groups and choose the three best ideas to write about. Give each group a large piece of paper to write their paragraph. Ask one or two groups to stick their product on the board. Other Ss and T give comments. Ss copy their group's paragraph into their notebooks and revise as homework.

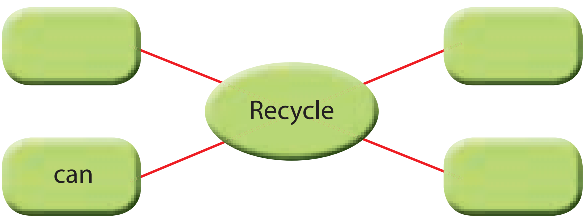
# LOOKING BACK

## Vocabulary

**1 Add more words to the word webs below.**




**2 In pairs, ask and answer questions about the 3Rs.**

*Example:*

A: Can we reduce water use?

B: Yes, we can.

A: How?

B: Don't take a bath.

**3 a. Complete the words or phrases.**

1. d_ _ _r_ _ _a _ _ _ _
2. a _ _ pollution
3. _ _t_ _ pollution
4. n _ _ _e pollution
5. _o _ _ pollution

**b. Match each word or phrase from a with an effect below to make a sentence.**

a. makes fish die
b. makes animals' homes disappear
c. causes sleeping problems
d. causes lack of food
e. makes the Earth warmer

## Grammar

**4 Write the correct form of each verb in brackets.**

1. If the Earth (be)_______ warmer, the sea level (rise) _______.
2. If the sea level (rise) _______, some countries (disappear) _______.
3. If we (reduce) _______ soil pollution, we (have) _______ enough food to eat.
4. If we (not have) _______ enough food, we (be) _______ hungry.
5. If we (be) _______ hungry, we (be) _______ tired.

**5 Combine each pair of sentences below to make a conditional sentence - type 1.**

1. Students recycle and use recycled materials. They save energy.
2. We use the car all the time. We make the air dirty.
3. You save electricity. You turn off your computer when you don't use it.
4. People stop using so much energy. They want to save the environment.
5. You see a used can in the road. What will you do?

## Communication

**6 Work in groups. Interview three classmates and note down their answers. Share their answers with the class.**

| | What will you do if you have some used plastic bottles at home? | If you want to save electricity at home, what will you do? | If you want to reduce rubbish at home, what will you do? |
|---|---|---|---|
| Student A | | | |
| Student B | | | |
| Student C | | | |

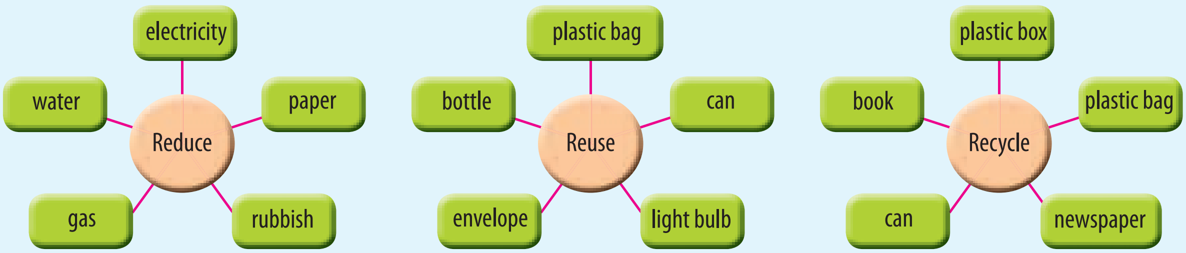
| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use words related to the environment<br>• name environmental problems and their effects<br>• talk about possibilities, using conditional sentences - type 1<br>• talk about ways to 'go green' | | | |

# LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

## Vocabulary

**1** Ss do this activity individually then compare their answers with a partner. Ask three Ss to go to the board, each writing a word web on the board. Elicit other words from Ss to add to the webs.




**2** Following the example in the book Ss work in pairs to ask and answer questions about the 3Rs. Call on some pairs to act out their dialogues. Comment on Ss' performance.

**3** Ss do this exercise individually then compare their answers with a partner. Check Ss' answers. If there is time, Ss should write out complete sentences in their notebooks.

***Key:***

| | | | | |
|---|---|---|---|---|
| **1.** deforestation | **2.** air pollution | **3.** water pollution | **4.** noise pollution | **5.** soil pollution |
| **1.** b | **2.** e | **3.** a | **4.** c | **5.** d |

T may ask some Ss to read out the whole sentences.

## Grammar

**4** Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

***Key:*** **1.** is; will rise **2.** rises; will disappear **3.** reduce; will have
**4.** don't have; will be **5.** are; will be

**5** Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Give feedback.

**1.** If students recycle and use recycled materials, they will save energy.
**2.** If we use the car all the time, we will make the air dirty.
**3.** You will save electricity if you turn off your computer when you don't use it.
**4.** People will stop using so much energy if they want to save the environment.
**5.** If you see a used can on the road, what will you do?

## Communication

**6** Ss work in groups of four. One student interviews the other three group members and notes down their answers. Ask some Ss to report the results to the class.

## Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

# PROJECT

**Look at the pictures. What can you see in each picture? What did people use to make the things in the pictures?**

**Now work in groups or in pairs to complete the project.**

- Choose something used (a bottle, a can, a sheet of paper, etc.).
- Make something new from it and decorate it.
- Bring your product to class.
- 'Show and tell' your classmates about what you made.









## 3Rs Club

### SURVEY

**Answers:**

Q1: A (0) B (2) C (2)
Q2: A (1) B (0) C (2)
Q3: A (0) B (2) C (1)
Q4: A (0) B (2) C (0)

Q5: A (1) B (0) C (2)
Q6: A (0) B (2) C (0)
Q7: A (2) B (1) C (0)
Q8: A (2) B (0) C (2)

14 - 16 points: **You're 'green'!**
10 - 14 points: **Try to be 'greener'!**
1 - 5 points: **You aren't 'green' at all!**

## PROJECT

Ask Ss to look at the pictures and discuss the two questions in pairs. Elicit the answers from Ss.

Now ask Ss to work in pairs or groups to do the project. Ss follow the instructions in the book. Remember to have 'Show and tell' session in the next lesson and vote for the best product(s).

# Unit 12 ROBOTS

## GETTING STARTED

### Robots and their work

**THIS UNIT INCLUDES:**

**VOCABULARY**
Words to name everyday activities

**PRONUNCIATION**
Sounds: /ɔɪ/ and /aʊ/

**GRAMMAR**
*Could* for past ability
*Will be able to* for future ability

**COMMUNICATION**
Asking and answering questions about abilities or skills
Expressing agreement and disagreement




**1 Listen and read.**

*Nick:* Good morning Dr Alex, can you tell us something about robots, please?

*Dr Alex:* Yes, of course.

*Nick:* What do you think about the role of robots in the past?

*Dr Alex:* Well, in the past they had a minor role. They could only do very simple things.

*Phong:* What can they do now?

*Dr Alex:* Now they can do quite a lot. Home robots can do the housework. Doctor robots can help sick people.

*Phong:* Can they build a house?

*Dr Alex:* Yes, they can. Worker robots can even build big buildings.

*Nick:* Can they teach?

*Dr Alex:* Yes, teaching robots can teach in classes.

*Nick:* What do you think robots will be able to do in the future?

*Dr Alex:* Well, I think they will play a very important role. They will be able to do many things like humans.

*Phong:* Will they be able to talk to us?

*Dr Alex:* Sure they will. But they won't be able to do things like playing football or driving a car.

**Objectives:**

**By the end of this unit, students can:**

- pronounce sounds /ɔɪ/ and /aʊ/ correctly in isolation and in context
- use the lexical items related to the topic 'Robots'
- use '*could*' and '*will be able to*' to express past and future ability
- read for specific information about types of robots and their abilities or skills
- talk about different types of robots and what they will be able to do in the future
- listen for specific information about different opinions of what robots will be able to do in the future
- write opinions about the role of robots in the future

## Introduction

**- Before Ss open their books, review the previous unit. Focus on the characters, Nick and Phong, and key language and structures learnt.**

**- Write '*Robots and their work*' on the board. Elicit information about robots by asking Ss what they know about types of robots and their abilities or skills.**

**- Ask Ss to guess what the photo might show or what the conversation might be about. Let Ss open their books and check their answers.**

## GETTING STARTED

### Robots and their work

**1** Ask Ss questions about the photo:

*E.g. Where are Nick and Phong? What might be happening to them? What are they doing?* T can ask Ss to guess Dr. Alex's job. T can also ask Ss to share any recent experiences of visiting an exhibition: *Have you ever been to an exhibition?, Where and when?, What did you see there?*

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

**a** **Read the conversation again. Answer the following questions.**

1. What could robots do in the past?
2. Can robots teach?
3. What will robots be able to do in the future?
4. Will robots be able to play football or drive a car?

**b** **Find the four types of robots in the conversation. Write them under the correct pictures below.**



1. ____________



2. ____________



3. ____________



4. ____________

**2** **Match the activities with the pictures. Then listen, check and repeat the phrases.**

| | |
|---|---|
| a. cut the hedge | c. do the laundry |
| b. do the dishes | d. make the bed |



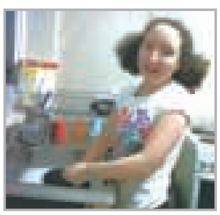
1. ____________



2. ____________



3. ____________



4. ____________

**3** **Game: Miming**

**Work in groups. A student mimes one of the activities in 2 and the others try to guess. Then swap.**

*Example:*

A: What am I doing?
B: You're doing the dishes.
A: Yes, that's right./ No, try again.

**Remember!**
**We use *can* to talk about ability in the present.**



**4** **Look at the pictures. Tell your partner what you *can* or *can't* do now.**



play football



climb a mountain



play the guitar



sing an English song

*Example:*

I can play football. ...

**Can you think of more?**

**5** **Class survey.**
**Go around the class asking these questions. Find out:**

- The sports or games that all people can play
- The sports or games that some people cannot play
- The sports or games that no one can play

| Survey questions | Yes | No |
|---|---|---|
| 1. Can you play table tennis? | | |
| 2. Can you do karate? | | |
| 3. Can you play chess? | | |
| 4. Can you do judo? | | |
| 5. Can you play badminton? | | |
| 6. Can you play computer games? | | |

**a** Ss work independently. Allow Ss to share their answers before discussing as a class.

***Key:***

1. They could only do very simple things.
2. Yes, they can.
3. They will be able to do many things like humans.
4. No, they won't.

**b** Firstly, ask Ss not to look at the book and try to remember what four types of robots are mentioned in the conversation. Then, let them open their books and check their answers.

***Key:***

| | |
|---|---|
| **1.** teaching robots | **2.** worker robots |
| **3.** doctor robots | **4.** home robots |

**2** Have Ss quickly match each activity with its picture. Then play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translations to check if Ss understand. With a stronger class, ask some additional questions, e.g. *Do you often do the dishes? How often do you cut the hedge?* etc.

***Key:*** **1.** c **2.** d **3.** a **4.** b

**3** Demonstrate the game to the class first. Ask a more able student to help you. Then Ss play in groups. In a weaker class, T may work together with Ss first: miming one or two activities in **2** and eliciting the answers. When they know exactly what to do, ask them to work in groups.

**4** First, help Ss remember the use of ***can*** to talk about ability in the present and have some Ss give examples. Ask a more able student to tell what activities in the pictures he/ she can or can't do. Ask Ss to work in pairs. T may go around to help weaker Ss.

**5** Survey: Ask Ss to move around and ask different classmates different questions. Remind them not to ask the same student all the questions. When they have finished the survey, ask Ss to report the results. Count the number of *Yes* answers to each question and find out which sports or games all Ss can play, some can play, and no one can play.

# A CLOSER LOOK 1

## Vocabulary

**1** **Match the verbs in column A to the words/ phrases in column B. Then listen, check and repeat the words/phrases.**

| A | B |
|---|---|
| 1. recognise | a. coffee |
| 2. make | b. what someone says |
| 3. understand | c. our faces |
| 4. lift | d. the house |
| 5. guard | e. heavy things |

**2** **Write another word/phrase for each verb.**

| Verb | Noun |
|---|---|
| guard | the factory |
| make | |
| understand | |
| lift | |
| recognise | |

## Grammar

### Could

**Affirmative** I/you/he/she/it/we/they + could + base form

*Example:* She *could swim* at the age of 7.

**Negative** I/you/he/she/it/we/they + could not/ couldn't + base form

*Example:* He *couldn't read* until he was 6.

**Interrogative** Could + I/you/he/she/it/we/they + base form?

*Example:* *Could* you *ride* a bike when you were in Year 5?

**Short answers:**

Yes, I/you/he/she/it/we/they + could.

No, I/you/he/she/it/we/they + couldn't.

We use *could* to talk about ability in the past.

**3** **Put the words in the correct order.**

1. could/do sums/Mary/at the age of 7/.
2. read and write/you/Could/when you were 6/?
3. could/Robots/lift heavy things/some years ago/.
4. move easily/couldn't/Robots/until recent years/.

**4** **Work in pairs. Read the information about the famous robot Ongaku. Ask and answer questions about what it *could/couldn't* do two years ago.**

| Skills of Ongaku two years ago | |
|---|---|
| lift heavy things | ✓ |
| make coffee | ✗ |
| recognise our faces | ✗ |
| guard the house | ✗ |
| understand what we say | ✗ |

*Example:*

A: Could Ongaku lift heavy things two years ago?

B: Yes, it could.

**5** **Write three things you could do and three things you couldn't do when you were in primary school. Share your sentences with your partner.**

## Pronunciation

*/ɔɪ/ and /aʊ/*

**6** **Listen and repeat. Pay attention to the sounds /ɔɪ/ and /aʊ/.**

| | | | | |
|---|---|---|---|---|
| voice | down | around | house | boy |
| toy | noisy | flower | shout | boil |

Now, in pairs put the words in the correct column.

| /ɔɪ/ | /aʊ/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## A CLOSER LOOK 1

### Vocabulary

**1** Have Ss quickly match the verb in column A to the words/phrases in column B. Then play the recording for Ss to check their answers. Pause the recording after each phrase and ask them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translations to check if they understand. With a stronger class, ask some additional questions, e.g. *Can your dog understand what you say? Can you lift heavy things? Can your mother make coffee? etc.*

***Key:*** **1.** c **2.** a **3.** b **4.** e **5.** d

**2** Before asking Ss to find more words or phrases for each verb from column A in **1**, make some more examples to illustrate. Ask Ss to do the vocabulary exercise individually and then check with the whole class. When checking, ask Ss to refer to **1** to make the meanings clearer to them.

### Grammar

**Could**

Ask Ss to study the Grammar Box. Draw Ss' attention to the form and use of *could* by analysing the examples in the Grammar Box. Remind Ss that *could* is the equivalent of *can* in the past. Then ask some more able Ss to give some more examples.

**3** Ask Ss to do the grammar exercise individually. Tell Ss to refer to the form and use of *could* in the Grammar Box if they have any difficulty. Have Ss compare their answers in pairs before checking their answers with the whole class.

***Key:***
**1.** Mary could do sums at the age of 7.
**2.** Could you read and write when you were 6?
**3.** Robots could lift heavy things some years ago.
**4.** Robots couldn't move easily until recent years.

**4** First, model this activity with a more able student. Remind Ss that they only use the information from the table in **4** to ask and answer about what the famous robot *Ongaku could* or *couldn't* do two years ago. Ask Ss to work in pairs. Call some pairs to practise in front of the class.

**5** First, write two examples of what he/ she *could* and *couldn't* do when at primary school on the board. Then ask Ss to work individually and share their sentences with their partners. Call some Ss to say their sentences in front of the class.

### Pronunciation

**6** Model the sounds /ɔɪ/ and /aʊ/ first and let Ss see how the sounds are formed. Ask Ss to practise the /ɔɪ/ and /aʊ/ sounds together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before checking the answers as a whole class.

| /ɔɪ/ | /aʊ/ |
|---|---|
| voice | down |
| boy | house |
| toy | around |
| noisy | flower |
| boil | shout |

**7** **Listen to the sentences. Circle the word you hear.**

1. Did you put *oil/all* in the salad?
2. I can see a *car/cow* over there.
3. *Ah/Ouch*! You've stepped on my toes.
4. She took a *bar/bow* when she finished her song.



**8** **Listen and practise the chant. Notice the sounds /ɔɪ/ and /aʊ/.**

MY ROBOT TOY

I've got a robot toy, a robot toy
He can jump up and down
He's such a good boy, such a good boy
He's the best toy in my house

I've got a robot toy, a robot toy
He can speak clear and loud
He's got a sweet voice, got a sweet voice
He's the best toy in my house

# A CLOSER LOOK 2

## Grammar

### Will be able to

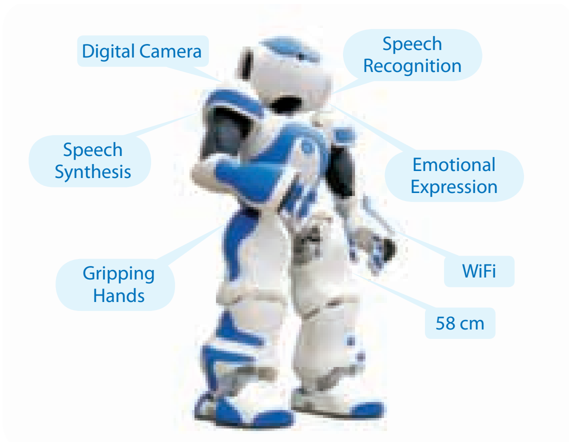
We use *will be able to* to talk about ability in the future.

| | |
|---|---|
| Affirmative | I/you/he/she/it/we/they + will be able to + base form<br>*Example:* She will be able to ride a bike next year. |
| Negative | I/you/he/she/it/we/they + will not won't be able to + base form<br>*Example:* He won't be able to read or write until he is 6. |
| Interrogative | Will + I/you/he/she/it/we/they + be able to + base form?<br>*Example:* Will robots be able to talk to people in the future? |

Short answers:
Yes, I/you/he/she/it/we/they + will.
No, I/you/he/she/it/we/they + won't.

**1** **Put the words in the correct order.**

1. will be able to/In 2030,/robots/do many things like humans/.
2. be able to/Will robots/talk to us then/?
3. won't be able to/Robots/play football/.
4. be able to/robots/Will/recognise our faces/?








**7** Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to circle the words they hear. Ask Ss to check their answers. Provide further practice if need be.

***Audio script:***

1. Did you put **oil** in the salad?
2. I can see a **cow** over there.
3. **Ouch!** You've stepped on my toes.
4. She took a **bow** when she finished her song.

**8** Ask Ss to listen while you play the recording. Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

## A CLOSER LOOK 2

### Grammar

**Will be able to**

Ask Ss to study the Grammar Box. Draw Ss' attention to the form and use of *will be able to* by analysing the examples in the Grammar Box. Remind Ss that *will be able to* is used to talk about ability in the future. Then ask Ss to give some more examples.

**1** Ask Ss to read the instruction. Use the example to make Ss clear about what they should do (with a weaker class do the first sentence for them). Ask Ss to do the grammar exercise individually. Remind them to pay attention to the form and use of *will be able to* and look back the Grammar Box if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

***Key:***

1. In 2030, robots will be able to do many things like humans.
2. Will robots be able to talk to us then?
3. Robots won't be able to play football.
4. Will robots be able to recognise our faces?

## 2 Will you be good at English when you are in Year 8?

Look at the pictures and tick (✓) *Yes* or *No*. Then write what you think you *will* or *won't be able to do* when you are in Year 8.

**read an English book**



Yes ☐ No ☐

**speak English on the phone**



Yes ☐ No ☐

**write an essay in English**



Yes ☐ No ☐

**speak English with a group of people**



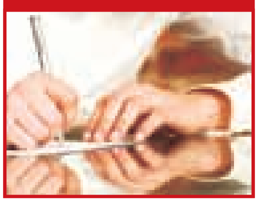
Yes ☐ No ☐

**understand English in conversations**



Yes ☐ No ☐

**write a letter to an English friend**



Yes ☐ No ☐

***Example:***

I will/won't be able to read an English book when I am in Year 8.

## 3 Work in pairs. Ask and answer the questions about the activities in 2. Tell the class about your partner.

***Example:***

**A:** Will you be able to read an English book when you are in Year 8?

**B:** Yes, I will. /No, I won't.

## 4 Fill the gaps with *can, can't, could, couldn't, will be able to* or *won't be able to*.

1. In the past, robots ______ teach in classes, but they can now.
2. Robots can't talk now. In 2030, they ______ talk to people.
3. Mr Van _____ run very fast when he was young. Now he ______.
4. In 2030, robots will be able to talk to us, but they ______ do more complicated things.
5. My little sister is very clever. She ______ already read some words.

## 5 Complete the sentences. Use *will be able to, can, could,* and the verbs from the box.

guard make recognise do

1. This robot ______ our faces when the scientists improve it.
2. Home robots are more useful today – they ______ the bed.
3. Even in the past, robots ______ the laundry.
4. Now, robots _____ the house. When there's a problem, they send a message to our mobile.

## 6 Work in pairs. Look at the information from the table below and tell your partner what Kitty could do in the past, can do now and will be able to do in the future.

***Example:***

In the past, Kitty could lift heavy things. Now, it can lift heavy things. ...




| Skills | Past | Now | Future |
|---|---|---|---|
| lift heavy things | ✓ | ✓ | ✓ |
| make coffee | x | ✓ | ✓ |
| guard our house | x | ✓ | ✓ |
| understand what we say | x | x | ✓ |

**2** Ask Ss to read the instruction. Use an example to make Ss clear about what they should do (with a weaker class do the first sentence for them). Remind Ss that they only use activities in the pictures in **2** to write about what they think they *will* or *won't be able to do* when they are in Year 8. Have them look back the Grammar Box if necessary. Ask Ss to work individually and share their sentences with their partners. Call some Ss to say their sentences in front of the class.

**3** First, model this activity with a more able student. Remind Ss to ask and answer questions about the activities in **2**. Have Ss work in pairs. T may go around to help weaker Ss. After Ss have finished their pairwork, ask some Ss to tell the class about their partners' abilities.

**4** Ask Ss to read and complete the sentences individually. Remind them to pay attention to the form and use of *can*, *could* and *will able to*. Have them look back the Grammar Boxes if necessary. Have Ss compare their answers in pairs before checking with the whole class.

***Key:***
**1.** couldn't **2.** will be able to **3.** could, can't **4.** won't be able to **5.** can

**5** Ask Ss to read the instructions. Explain to make Ss clear about what they should do (with a weaker class do the first sentence for them). Remind them to pay attention to the meaning of the verbs from the box in **5**; the form and use of *can*, *could* and *will able to;* and look back the Grammar Boxes and Vocabulary in *Getting Started* and in *A Closer Look 1* if necessary. Have Ss compare answers in pairs before checking with the whole class.

***Key:***
**1.** will be able to recognise **2.** can make **3.** could do **4.** can guard

**6** First, model this activity with a more able student. Remind Ss that they only use the information from table in **6** to ask and answer about what the intelligent robot *Kitty could* do in the past, *can* do now and *will be able to* do in the future. Ask Ss to work in pairs while T circulates and monitors. Call some Ss to talk about Kitty's skills and abilities in front of the class.

## COMMUNICATION

**Extra vocabulary**

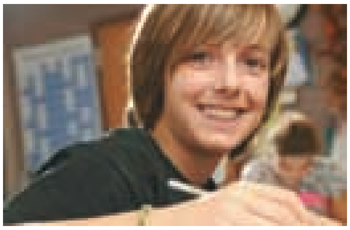
**comb** **bend over** **shout** **gardening**



### MY ROBOT'S SKILLS

**1** **Listen to the radio programme from *4Teen News*. Then fill in each gap with the word you hear.**

*Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.*



***Firstly, Tommy from Sydney, Australia:*** The robot I have can understand some (1)______ I say. It can comb my hair and help me get dressed. However, it can't clean my (2)______ because it can't bend over.





***Secondly, Linh Tran from Ha Noi, Viet Nam:*** My (3)______ robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me get to (4)______ on time.





***Finally, Nubita from Tokyo, Japan:*** My future robot will be able to help me do the gardening. It will be able to (5)______ the plants. It will be able to cut the hedge too.



**2** **Interview three people about what skills they want their robots to have. Note their answers in the table below.**

| Interviewee | What abilities does he/she want his/her robot to have? |
|---|---|
| 1 | |
| 2 | |
| 3 | |

**3** **Report your results to the class.**

# COMMUNICATION

**My Robot's Skills**

## Lead-in:

Before Ss open their books, ask them what skills they like a robot to have. You can say: *Today, we are going to listen to the radio programme asking some people around the world about what skills they like their robots to have . Please think: What skills would you like a robot to have? And what skills do the two robots Ongaku and Kitty have?* Allow 20- 30 seconds for Ss to think, then repeat the questions and have a brainstorming session about the two robots Ongaku and Kitty (and robots in general).

**1** First, have Ss read the interview and ask them to look carefully at the pictures of three robots and guess the missing word for each gap in the interview. Then play the recording. The first time, ask Ss to close their books and to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time to allow pairs to check their answers. Then, ask Ss to read the interview again, paying attention to the meaning of the words: *comb (v), bend over (v), shout (v)* and *gardening (n)*.

***Key:*** **1.** words **2.** shoes **3.** first **4.** school **5.** water

***Audio script:***

*Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.*

**Firstly, Tommy from Sydney, Australia:** The robot I have now can understand some words I say. It can comb my hair and help me get dressed. However, it can't clean my shoes because it can't bend over!

**Secondly, Linh Tran from Ha Noi, Viet Nam:** My first robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me to get to school on time.

**Finally, Nubita from Tokyo, Japan:** My future robot will be able to help me do the gardening. It will be able to water the plants. It will be able to cut the hedge too.

**2** Ask Ss to move around and ask different classmates what skills they want their robots to have. Remind them to write the names of the people they interview and note the answers in the table in **2**. When they have finished the interview, T may have Ss practise reporting the results of their interviews in pairs or in groups.

**3** Choose some Ss to report the results of their interviews in front of the whole class. After each student has finished his/ her report, invite some comments from other Ss. Then make comments and correct any common errors.

# SKILLS 1

## Reading

**1 Find the following words/phrases in the text below. What do they mean?**

| | | |
|---|---|---|
| space robots | apart from | types |
| space stations | planet | |

**2 Read the news report on the international robot show. Then, answer the questions.**

*Today there is an international robot show in Ha Noi. Many people are at the show. They can see many types of robots there.*

*Young people are interested in home robots. These robots can cook, make tea or coffee, clean the house, and do the laundry.*

*The children like to see teaching robots. These robots can help them study. Teaching robots can teach them English, literature, maths, and other subjects. They can help children improve their English pronunciation.*

*Other types of robots are also at the show. These robots can do many things. Worker robots can build our houses and buildings; doctor robots can help sick people; and space robots can build space stations on the Moon and other planets.*





1. What show is on in Ha Noi now?
2. Who is interested in home robots?
3. Who likes to see teaching robots?
4. What other kinds of robots are there?

**3 Read the text again and fill the table below.**

| Types of robots | What they can do |
|---|---|
| Home robots | - can cook, ... |
| Teaching robots | |
| Worker robots | |
| Doctor robots | |
| Space robots | |

## Speaking

**4 Write what you think each type of robot will be able to do in the future.**

| Types of robots | What they will be able to do in the future |
|---|---|
| Home robots | - They will be able to recognise our faces .... |
| Teaching robots | - |
| Worker robots | - |
| Doctor robots | - |
| Space robots | - |

**5 Work in groups. Take turns talking about types of robots and what they will be able to do in the future. Can you think of other types of robots?**

# SKILLS 1

## Reading

**Lead-in:**

Ask Ss to look at the pictures of the robot show. Ask them: *Where do you think the robot show is? What types of robots are there in the show? Who is at the show? Would you like to go to a robot show? Why?/ Why not?*

**1** Ask Ss to scan the text and underline the words *'space robots', 'space stations', 'apart from', 'types'* and *'planet'* in the text. Help Ss work out the meanings of these words from the context. If it is a weak class, ask for translation to check if they understand.

**2** Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

***Key:***

1. A robot show.
2. Young people are (interested in home robots).
3. The children like to see them.
4. There are worker robots, doctor robots, and space robots.

**3** Ask Ss to scan the text again and find the detailed information to complete the table. Ask Ss to note where they have found the information. After they finish, Ss can compare their answers before discussing them as a class.

| Types of robots | What they can do |
|---|---|
| *Home robots* | *cook, make tea or coffee, clean the house, and do the washing* |
| *Teaching robots* | *help children study; teach them English, literature, maths, and other subjects; help children improve their English pronunciation* |
| *Worker robots* | *build our houses and buildings* |
| *Doctor robots* | *help sick people* |
| *Space robots* | *build space stations on the Moon and other planets* |

## Speaking

**4** First, remind Ss of the form and use of *will be able to.* Ss may refer to the Grammar Boxes in *A Closer Look 2* and words and phrases that they can use to talk about robots' skills in the *Getting Started, A Closer Look 1, A Closer Look 2* and *Communication*. Brainstorm ideas for additional everyday activities that a robot can help with. Ask Ss to work individually, writing what they think each type of robot will be able to do in the future. After finishing, ask Ss to compare their answers with a partner.

**5** T may ask a more able student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. If there is enough time, call some Ss to talk before the whole class, then invite some positive comments from other Ss.

# SKILLS 2

## Listening

**1 Do you agree or disagree with these statements? Tick (✓) the boxes.**

| | Agree | Disagree |
|---|---|---|
| 1. Soon robots will be able to do all of our work and we will live more comfortably. | ☐ | ☐ |
| 2. Robots will be able to do dangerous work for us. | ☐ | ☐ |
| 3. If robots do all of our work, we will have nothing to do. | ☐ | ☐ |
| 4. Some people will use robots to do bad things. | ☐ | ☐ |

**2 Phong, Vy, Mi and Duy are working in a group. They are discussing what robots *will be able to* do in the future. Listen to their discussion and find out which person says what.**

| | |
|---|---|
| - We will live more comfortably in the near future. | 1. Vy |
| - Robots will be able to do dangerous work for us. | 2.________ |
| - If robots do all of our work, we will have nothing to do. | 3. ________ |
| - Robots will not be able to do all of our work. | 4. ________ |
| - Some people will use robots to do bad things. | 5. ________ |

**3 Listen again. Tick (✓) which statements are true or false.**

| | True | False |
|---|---|---|
| 1. Vy disagrees with the idea that in the near future robots will be able to do all of our work. | ☐ | ☐ |
| 2. Duy agrees with the idea that we will live more comfortably in the near future. | ☐ | ☐ |
| 3. Mi disagrees with Duy's and Vy's opinions. | ☐ | ☐ |
| 4. Mi doesn't think we should be careful with robots. | ☐ | ☐ |

## Writing

**4 Complete the paragraph with the phrases or sentences from the box.**

| | |
|---|---|
| a. future robots will use too much power | b. Firstly, they will not be able to do complicated things like driving a car or using a computer |
| c. some people will use robots to do bad things | d. I do not think robots will be useful in our future |

I do not agree with the idea that in the future robots will be useful to us. (1)_____________. Secondly, if robots do all of our work, we will have nothing to do. Also, there will not be enough energy in the future because (2)____________________. Finally, we must be careful because (3) ________________. For these reasons, (4)________________.

**5 Write a paragraph to support the idea that robots will be very useful in the future. You can use some of these ideas or your own.**

- home robots will be able to do all of our housework
- teaching robots will be able to help children do their homework
- worker robots will be able to build houses in the air
- doctor robots will be able to help sick people
- space robots will be able to build space stations on many other planets
- robots will be able to do dangerous work for us

**You can begin and end as follows:**

I agree with the idea that in the future robots will be very useful to us. Firstly, ..............................

....................................................................................................

....................................................................................................

....................................................................................................

....................................................................................................

....................................................................................................

.................................................. . For these reasons, I think that robots will be useful in our future.

# SKILLS 2

## Listening

Before starting this lesson, ask Ss about the phrases and structures used to give an opinion about something and to ask about someone's opinion.

**1** Ask Ss to tick which statements about robots they agree or disagree with and then allow them to share with their partners. T may ask Ss to count how many things they have in common with their partners.

**2** Ask Ss to read the construction carefully and remind them to remember the names of the people in the conversation they are going to hear.

Play the recording and ask Ss to write down the name of the speaker next to the correct sentences in the table. Then ask two or three Ss to write their answers on the board.

Play the recording again for Ss to check the answers. If time is limited, T may only play the first part of the conversation. T may pause at the sentences that include the information Ss need for their answers.

***Key:*** **2.** Duy **3.** Mi **4.** Phong **5.** Mi

***Audio script:***

| | |
|---|---|
| ***Phong:*** | Some people think in the near future robots will be able to do all of our work. What do you think about this, Vy? |
| ***Vy:*** | I agree. I think we will live comfortably then. |
| ***Phong:*** | What's your opinion, Duy? |
| ***Duy:*** | I agree with Vy. I think they will even be able to do dangerous work for us. |
| ***Phong:*** | What about you, Mi? |
| ***Mi:*** | I don't agree, Duy and Vy. I think if they do all of our work, we will have nothing to do. |
| ***Phong:*** | I agree with you, Mi. Robots won't be able to do all of our work. |
| ***Mi:*** | Yeah. I think we must be careful with robots because some people will use robots to do bad things. |

**3** Ask Ss to study the statements carefully. Ss may work in pairs to discuss the answers from the information they have heard in **2**.

Play the recording again and have Ss choose the correct answers as they listen. Ss can share their answers with their partners. With a weaker class, T may play the recording many times until Ss have chosen all their answers. Call some Ss to write their answers on the board.

Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers.

***Key:*** **1.** F **2.** T **3.** T **4.** F

## Writing

**4** First, ask Ss to read the paragraph and the phrases above it carefully. Get Ss to work individually, completing the paragraph with the phrases or sentences from the box. When finished, Ss can compare their answers before discussing them as a class. With a stronger class, T may ask Ss to identify the topic sentence, the sentences supporting the main idea of the paragraph, and the concluding sentence. The paragraph in **4** can be used as a model for **5**.

***Key:*** **1.** b **2.** a **3.** c **4.** d

**5** Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, if they do not have any original ideas, Ss may use the ideas given. T brainstorm Ss for the language necessary for writing. T may ask Ss to refer to the paragraph in **4** and the reading in ***Skills 1*** for useful language and ideas. T may note some necessary expressions and language on the board.

Ask Ss to write the draft first. Have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. Other Ss and T give comments. Ss edit and revise their writing as homework. T may display compositions on the wall or notice board.

# LOOKING BACK

## Vocabulary

**1 Write the correct words to complete the phrase.**



1. ________ the grass



2. ________ weights



3. make ______



4. do the ______



5. _____ the dishes

**2 Fill the gaps with the verbs from the box.**

| make | understand | guard | recognise |
|---|---|---|---|

1. Robots will be able to _______ our houses when we are away.
2. My father never goes to the café because he can _______ coffee at home.
3. Do you _______ all that I've said?
4. Will robots be able to _______ our faces?

## Grammar

**3 Read and complete the interview about home robots with *will be able to* or *won't be able to*.**

*Interviewer:* Robots are already in factories. Will people have robots at home?

*Robot expert:* Yes, they will. I think they (1)_______ do all of our housework.

*Interviewer:* But they (2)_______ replace the personal computer. Is that right?

*Robot expert:* That's true, but one day they (3)_______ use computers.

*Interviewer:* Amazing! What other things (4)_______ home robots _______ do?

*Robot expert:* Well, they will be able to do the gardening but they (5)_______ play sports and games with you.

**4 Make questions with these words. What are the positive and negative answers to these questions?**

1. robots/Will/make coffee/be able to/in the future/?
2. ride a bike/Could he/in Year 6/when he was/?
3. you/Can/do the dishes/?

**5 Write what you could do when you were ten, what you can do now, and what you will be able to do after you finish Year 6.**

| When you were ten years old | Now | After you finish Year 6 |
|---|---|---|
| *- I could swim.* | *- I can draw a picture.* | *- I will be able to play the guitar.* |

**Then, ask and answer questions with your partner.**

*Example:*

A: Could you swim when you were ten?

B: Yes, I could/No, I couldn't.

## Communication

**6 Match the questions with the correct answers.**

1. Can you ride a motorbike?
2. What do you think about the new robot?
3. Could he read when he was six?
4. Will robots be able to do difficult things like riding a bike or driving a car?

a. No, he couldn't.
b. No, they won't.
c. Yes, I can.
d. In my opinion, it's too smart.

| Finished! Now you can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use words and phrases for everyday activities in the house<br>• express opinions about something<br>• ask about someone's opinion.<br>• express agreement and disagreement about something | | | |

# LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. This will help you and your Ss see how far they have progressed, and which areas need further practice.

The exercises in *Looking Back* match the *Finished! Now you can...* self-assessment statements are at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

## Vocabulary

**1** Tell Ss to write the words in their notebooks individually and then check with their partners. Correct the exercise as a class. Let Ss repeat the phrases. Check their pronunciation.

***Key:*** **1.** cut **2.** lift **3.** tea **4.** laundry **5.** do

**2** Ask Ss to read the sentences carefully and complete them with the correct form of the verbs from the box. Remind Ss that the words, phrases and sentences around the blanks will provide the context for them to choose the correct verbs.

***Key:*** **1.** guard **2.** make **3.** understand **4.** recognise

## Grammar

For exercises **3** and **4**, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Finished! Now you can...* statement.

***Key:***

**3**

**1.** will be able to **2.** won't be able to **3.** will be able to
**4.** will (home robots) be able to **5.** won't be able to

**4**

**1.** Will robots be able to make coffee in the future?
Yes, they will./ No, they won't.

**2.** Could he ride a bike when he was in Year 6?
Yes, he could./ No, he couldn't.

**3.** Can you do the dishes?
Yes, I can./ No, I can't.

**5** First, ask Ss to work individually, writing what they could do when they were ten, what they can do now, and what they will be able to do after they finish Year 6. Then, model the activity with a more able student and have Ss work in pairs. T may go around to help weaker Ss.

## Communication

**6** Have Ss read the questions and answers once or twice (they can read aloud). Then ask them to match the questions with the correct answers. If there is time, have them write all sentences in their notebooks.

***Key:*** **1-c** **2-d** **3-a** **4-b**

## Finished!

Finally, ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

**PROJECT**

# MY DREAM ROBOT

**1** **Draw a robot of your own (or find a photo or a picture of a robot).**

**2** **Think about the questions below and write a description of your robot.**

- What's its name?
- What does it look like?
- What can it do now?
- What will robots be able to do in the future?



## PROJECT

**My Dream Robot**

- Ask Ss to look at the pictures of robots in the Student's Book and point out the skills and the features of each. T may show the class some pictures of different robots if possible.
- Ask Ss to work in groups. Studying the questions/ pictures in the Student's Book and using their imaginations, Ss discuss their dream robots.
- Ask Ss to use the ideas from their notes to write a paragraph about their dream robot. Ss can complete the project as homework if there is not enough time. If they complete the project in class, T may display all or some of the compositions on the wall/ notice board. Other Ss and T give comments. Ss may also edit and revise their writing as homework.

# LANGUAGE

## Pronunciation

**1 Circle the word with the different underlined sound. Listen, check and repeat the words.**

1. A. calm B. hand C. plastic D. cat
2. A. town B. cow C. snow D. how
3. A. hat B. many C. bad D. apple
4. A. bought B. couch C. sound D. mouth
5. A. banana B. camera C. fantastic D. passenger

## Vocabulary

**2 Complete each sentence with a suitable word from the box.**

| air | noise | soil | deforestation |
|---|---|---|---|

1. ________ is bad for our planet.
2. ___________ pollution can cause breathing problems for some people.
3. A plane engine can make a lot of noise, so the new airport will increase _______ pollution here.
4. We can't plant any trees because the levels of ___________ pollution here are very high.

**3 Choose the correct words.**

1. I couldn't *recognise/understand* him in his uniform.
2. A robot *recycles/guards* their house every night.
3. Don't forget to *do/make* the bed before you go to school.
4. It's your turn to *make/do* the dishes, Nick!

## Grammar

**4 Complete the text using the verbs from the box and the correct form of *will*.**

| be | not need | not be | bring | use |
|---|---|---|---|---|



By the end of this century, we will have to explore the Moon to find important minerals. It (1)__________ dangerous for people so we (2)_______ robots instead of humans. It (3)_________ very expensive because robots (4)_______ money, food, air or water. They will only use solar energy. Robots will get minerals from the Moon and they (5)________ them back to the Earth.

**5 Write conditional sentences – type 1, using the suggested phrases in the box.**

| Condition | Possible result |
|---|---|
| 1. continue to pollute the air | - have breathing problems |
| 2. prevent deforestation | - save a lot of materials |
| 3. recycle more | - help animals and the planet |

**6 Read e-mails from Nick and Phong. Fill each gap with *might* + the verb in brackets or *will* + the verb in brackets.**

Hi Phong!

I'm very happy because I won the prize for best individual speaker today. I'll go out this Saturday evening, but I'm not sure what to do. I might go to the cinema or I (1)_______ (meet) some friends in a café. One thing's certain – we (2)_____ (leave) for home by 10.30 p.m.

Do you want to come with us?

Nick

Hi Nick!

Thanks for your invitation, but I'm busy this weekend. My family (3)_______(go) to Nghe An. We're not sure what to do there. We (4)_______(visit) Uncle Ho's home village or we (5)_______ (go) to Cua Lo Beach – it depends on the weather. Let's meet next weekend!

Phong

## Everyday English

**7 Match the sentences (1-3) to the responses (a-c).**

| | |
|---|---|
| 1. If we use reusable bags, we'll help the environment. | a. Oh, I see. I'll buy some reusable bags for my mum. |
| 2. I'm drawing my dream house. | b. I don't agree with you. If they do all of our work, we'll become very lazy. |
| 3. I think in the future we should make robots do all of our work. | c. Wow! It's so big! |

# REVIEW 4

**Introduction**

The aim of this Review is to revise the language Ss have studied and the skills they have practised in Units 10 - 12.

T may ask Ss what they have learnt so far in terms of language and skill. Summarise their answers in the end and add some more information if necessary.

## LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes and then T checks their answers with the whole class. Otherwise, T can conduct each activity seperately.

### Pronunciation

**1** Ask Ss to do this exercise individually, and then share their answers with a partner before giving T the answers. Write the correct answers on the board.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. A | 2. C | 3. B | 4. A | 5. A |

### Vocabulary

**2** Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/ her answers on the board. T may check the answers with the whole class.

| | | | | |
|---|---|---|---|---|
| ***Key:*** | 1. Deforestation | 2. Air | 3. noise | 4. soil |

**3** After Ss do this exercise individually, quickly check Ss' answers.

| | | | | |
|---|---|---|---|---|
| ***Key:*** | 1. recognise | 2. guards | 3. make | 4. do |

### Grammar

**4** Elicit the form and use of *will* for furure prediction. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. will be | 2. will use | 3. won't be | 4. won't need | 5. will bring |

**5** Elicit the form and use of conditional sentences - type 1. Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/ her answers on the board. T may check the answers with the whole class.

***Key:***
1. If we continue to pollute the air, we will have breathing problems.
2. If we (can) prevent deforestation, we will help animals and the planet.
3. If we recycle more, we will save a lot of materials.

**6** Elicit the form and use of *might*. Ask Ss to tell you the differences between the use of *will* and *might*. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

| | | | | | |
|---|---|---|---|---|---|
| ***Key:*** | 1. might meet | 2. will leave | 3. will go | 4. might visit | 5. might go |

### Everyday English

**7** Ask Ss to do this exercise in pairs. After checking their answers, ask some pairs to act out the short conversations.

| | | | |
|---|---|---|---|
| ***Key:*** | 1. a | 2. c | 3. b |

**SKILLS**

## Reading

**1 Read the advertisement and choose the correct answer A, B, C, or D for each of the gaps.**

> **OUR KITTY 2012 MAKES YOUR LIFE EASIER!**
>
> This new home robot has three programmes: it can (1)______ the house, it can clean the floor and it can interact (2)______ people. Kitty 2012 is fast and intelligent. When we're away, it can listen for certain noises and (3)______ signals to our mobile phone if there's trouble or danger. It can move (4)______ the house and climb steps to find dirty places and clean them. It has cameras in its eyes so it can watch people and react to them.

| | | | | |
|---|---|---|---|---|
| 1. | A. guard | B. wake | C. look | D. prevent |
| 2. | A. to | B. with | C. on | D. at |
| 3. | A. bring | B. pass | C. send | D. take |
| 4. | A. away | B. above | C. for | D. around |

**2 Read the text and choose the correct answer A, B, or C for each of the gaps.**

**WHAT WILL OUR HOUSES IN THE FUTURE BE LIKE?**



Scientists predict the places and the ways we live will change a lot in the future.

Our houses in the future will be more eco-friendly. We won't use electricity in our houses. We will use wind energy or solar energy instead.

We will be able to control our future houses with our voices. Doors and windows will open and lights will go on when we ask them to. It will make our lives easier and more comfortable.

In the future, there will be underwater or underground cities. There will be cities in the air and on other planets too. We'll have to build cities there because there will be so many people and not enough land to build houses or buildings on.

1. The scientists predict where and how we live in the future ______________________.
   A. will change a lot
   B. will not change much
   C. will change only a little
2. According to the text, which of the following is NOT true about our future houses?
   A. They will be more eco-friendly.
   B. They will use electricity.
   C. They will use wind energy.
3. We will be able to control our future houses ______________________.
   A. with our voices
   B. by clapping our hands
   C. with a mobile phone
4. Why will we have to build cities in the air, on other planets, and underground?
   A. Because we won't have enough land to build houses on.
   B. Because living there will be more comfortable.
   C. Because life on the Earth will become boring.

## Speaking

**3 Work in pairs. You are going to design your future houses. Discuss the questions below.**

- Where will your house be located?
- What type of house will it be?
- How big will it be?
- What will there be in front and behind it?
- What will it have? (example: helicopter, swimming pool, zoo, gym...)

**4 Work in groups. Take turns describing your future house and try to persuade your group members to live in it. Who has the best future house in your group?**

*My future home is ...*

## Listening

**5 Listen and tick (✓) what people from the Youth Eco-Parliament advise us to do for our environment.**

1. Recycle more rubbish (for example, glass, paper and plastic, ...). ☐
2. Give your old clothes to charity instead of throwing them away. ☐
3. Pick up rubbish in parks or in the street. ☐
4. Grow your own vegetables. ☐
5. Save energy - turn off lights and TVs when you're not using them. ☐
6. Use reusable bags instead of plastic bags. ☐

## Writing

**6 Write about what you think we should do to improve the environment. Use the ideas from 5 or your own ideas.**

*I think we can do many things to improve the environment around us. Firstly,* ______________

# SKILLS

## Reading

For exercises 1 and 2, ask Ss to do them individually and check their answers with a partner before giving their answers to T to confirm the correct answers.

| Key: | | | | | |
|---|---|---|---|---|---|
| | **1** | 1. A | 2. B | 3. C | 4. D |
| | **2** | 1. A | 2. B | 3. A | 4. A |

## Speaking

**3** Have Ss work in pairs, discussing the questions in **3**. T may go around to help weaker Ss.

**4** Have Ss work in groups, taking turns to describing their future house and try to persuade their group members to live in it. Then ask each group to choose a student who has the best future house in the group to talk about his/her future house in front of the class. Ask some other Ss to give comments and decide which student has the best future house in the class.

## Listening

**5** Play the recording once for Ss to listen and choose their answers. Play the recording again to check their answers then give the correct answers to Ss. Announce the answers to Ss. With a weaker class, T may play the recording as many times as possible until Ss have chosen all their answers.

***Key:***

| | | | |
|---|---|---|---|
| 1 | ✓ | 4 | |
| 2 | | 5 | ✓ |
| 3 | ✓ | 6 | ✓ |

***Audio script:***

In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco-Parliament. They gave ideas for improving the environment around us. Here are some of the things they advised us to do:

- recycle more rubbish (for example, glass, paper and plastic)
- pick up rubbish in parks or in the street
- save energy - turn off lights and TVs when you're not using them
- use reuseable bags instead of plastic bags

## Writing

**6** Set up the writing activity. T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss may use the ideas given in **5** or their own ideas. T may brainstorm with Ss for the language necessary for writing and note some useful expressions and language on the board.

Ask Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the leaflets on the wall/ notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

*Chịu trách nhiệm xuất bản :*
Chủ tịch Hội đồng Thành viên MẠC VĂN THIỆN
Tổng Giám đốc kiêm Tổng biên tập GS.TS. VŨ VĂN HÙNG

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*Biên tập mĩ thuật :* NGUYỄN BÍCH LA
*Trình bày bìa và minh hoạ :* NGUYỄN BÍCH LA
*Thiết kế sách :* THÁI THANH VÂN - NGUYỄN THỊ VÂN ANH
*Sửa bản in :* NGUYỄN VĂN NGUYÊN
*Chế bản tại :* CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.
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